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INTRODUCTION

The school year 1978-79 has been one of heavy work, light budget, deep frustration, considerable confusion, and with it all, numerous successes.

The Curriculum Office embraced curriculum processes and instructional improvement; textbook and materials selection; art and music education; libraries and practical arts; compensatory education and the T & E process; and, for the year, the Newark Teacher Center.

We have been challenged concerning the selection of curriculum writers, the process of curriculum adoption, the process of materials selection, the performance of or the appearance of performing teacher evaluation, the instituting and terminating of courses, and the development of programs.

We have worked with reduced professional and clerical staff to produce a great volume of needed material. Our desire is to develop more, to produce more, and to serve more.

Our reporting line has been to the Deputy Executive Superintendent, in the absence of an Assistant Executive Superintendent to whom we would be responsible. At the same time instructions, requests and referrals have come from a variety of officers, both instructional and non-instructional. In the interests of conservation of time and delivery of results, we have endeavored to act on all matters which were clearly presented and which came, somehow, within our wide scope of activities.

We have advised our superiors concerning a variety of programs, projects, or studies involving pupils, teachers, and parents. In some of these matters (e.g., Reading Olympics) we have heard no more until we have heard after-the-fact from a school which actually participated.

We have been hampered by our inability to obtain official approval or financial support for attendance at important professional conferences. In some instances we have, therefore, used personal vacation time and personal funds.

The inadequacy of clerical and professional staff has been compounded by inadequate and health-threatening space, and by reduced resources for expanded duties.

With it all, the staff in curriculum and instructional services has produced numerous practical educational materials, has visited schools and helped teachers, has conducted workshops, and has served on numerous committees in order to contribute to progress with T & E and the Remedial Plan. Such participation has been in conjunction with both instructional and non-instructional officers. While the entire district has a long way to go, we find some satisfaction in being part of a continuing positive and upward trend.

- E. Alma Flagg

CURRICULUM "HAPPENING"

The staff of Curriculum and Instructional Services presented an educational "Happening."

The affair was held in the Conference Room, Newark Board of Education, 6th floor, on March 29, 1979 from 3:30 to 4:30 p.m. Ms. Lillye M. Brown, a teacher from Fifteenth Avenue School, demonstrated the Chisanbop Method of mathematics instruction with students from her first grade class.

Ms. Brown and her class are to be congratulated on the outstanding presentation of Chisanbop. The audience was impressed with the children's enthusiasm and the quality of their responses.

After the demonstration, Dr. Hildalgo and other members of the Instruction Committee of the Board of Education expressed great interest in the Chisanbop approach and they plan to expand this method in the Newark schools.

It is hoped that the training and continued practice will enable the students to grasp higher mathematics concepts as they progress through the elementary schools.

CURRICULUM NIGHT

The Advisory Committee on Curriculum and the staff of the Newark Museum cooperated with the Curriculum and Instructional Services Office in its annual spring event.

Curriculum Night was held at the Newark Museum on Wednesday, May 23, from 7:00 to 9:00 p.m. Its theme was International Year of The Child: Light-Love-Learning. Featured were exhibits and performances with teachers and students as participants, information about some of the interesting things which were done in Newark education, and delicious refreshments.

In spite of a record rainfall, it was truly an exciting and colorful occasion. The excellent turnout of parents, teachers, administrators, Board members, and friends should do much to encourage our students to participate in more of the positive things that will improve their lives in Newark.

The entire program of the evening appears on the three pages which follow. In the periods assigned to displays and refreshments, parents and students were able to converse with teachers, principals, supervisors, directors, and other central office staff-members who attended.

INTERNATIONAL YEAR OF THE CHILD: LIGHT - LOVE - LEARNING

A COOPERATIVE PROGRAM

May 23, 1979

Advisory Committee - Newark Museum - Curriculum and Instructional Services Staff

DISPLAYS

7:00 - 7:40 p.m.

Right-to-Read Project

Miss Patricia A. Lacey, Curriculum Specialist

Aerospace Education

Mr. Robert L. King, Aerospace Coordinator of the District

Drug Education

Mrs. Patricia Joyner, Coordinator of Drug Abuse Program

Curriculum Materials: Guides, T & E/SCE Materials,

Mrs. Earline Davis, T & E Coordinator

Creativity on Display: Math Projects

*Mr. James Brown and Ms. Fran Cicalese, University
High School, Teachers*

Gifted and Talented Work

Mr. Tony Tortorello and Ms. Fran Cicalese, University High School

*Slide Presentation: History of Newark Public Library,
Mrs. Elizabeth Jefferson, Sponsor of Jerseyman
Club of Barringer High School Annex*

*Light Board of New Jersey's Counties, New Jersey Historical Society Fair,
Takouhie Maldjian, Student, Barringer High School Annex*

Pilot-Ground School Club
Science High School
Mr. Joseph D'Orio, Sponsor

Curriculum Projects in Bilingual Education
Hawkins Street School
Mrs. Yanin Salem, Teacher

Innovative Materials
Roberto Clemente School
Mrs. Rosa Acosta, Vice principal

Seeing Things Our Way
Helen Keller School
Miss Florence Starks, Teacher

Comp Ed
Madison School
Ms. Romania Green, Mrs. Ruth Goodman, and
Ms. Justine Congleton, Teachers

Plywood Maps
Maple Avenue School
Mr. Leonard Kopacz, Teacher

Photo Exhibit
Public Information Office
Mr. Howard Best, Photographer

Dog Grooming Demonstration
Animal Science Class
Montgomery Pre-Vocational School
Mr. Robert Troiano, Teacher

Please take seats in the central court at 7:40 p.m.

PROGRAM

7:00 - 7:40 p.m. Displays, demonstrations, discussions, viewing

7:45 - 8:30 p.m. Greetings and Introduction

Such a Beautiful Flag! ¡Que Bonita Bandera!
Dr. William H. Horton School, second grade students
Mrs. Yolanda Machado, Teacher
Mrs. Margarita Vega, Title I N.S.E.

The Good News Singers
Malcolm X Shabazz High School
Mr. Charles Stewart, Director

Newark Schools, Learning and Doing, Dr. E. Alma Flagg
Curriculum Staff, Board Members and School Officials
Advisory Members

"Os Academicos" (Portuguese Folkloric Group)
East Side High School
Miss Maria Julia Evangelho, Director

Viking Stage Band
Vailsburg High School
Mr. Donald Bell, Director

8:30 - 9:00 p.m. Refreshments and Strolling

THE NEWARK MUSEUM

Mr. Samuel Miller
Mrs. Marjorie Fredricks
Mrs. Sally Townsend

E. Alma Flagg
Director, Curriculum
And Instructional Services

Alonzo Kittrels
Executive Superintendent of Schools
Newark, New Jersey

CRITICAL VIEWING OF TELEVISION

A WNET PROJECT

During the fall of 1978, Channel 13 communicated with Newark school officials to ascertain the possible interest of the district in participating in the field testing of a curriculum on Critical Television Viewing Skills. Having had favorable reactions to the Television Reading Program at secondary level, and being cognizant heavy use of television by our students, the staff decided to participate.

Supported by a grant from the Department of Health, Education, and Welfare, the project is directed toward pupils of grades six through eight. Our participating schools have been Camden Middle, Peshine, Ridge, Newton, Clinton Place, and West Kinney.

Involvement began with an inservice training session for participating teachers. There was also an orientation meeting for interested parents. Sessions were held in Channel 13's facilities at Gateway.

The project included ten lessons to teach critical television viewing skills, designed to coincide with the ongoing language arts program. The skills were further intended to be applied in critical thinking processes in general.

After the lessons were used, teachers and pupils were asked to complete questionnaires. Teachers evaluated the effectiveness of the lessons. At the end of the test period, reactions were sought from parents and teachers so that the planners might make revisions in the materials.

Newark was one of five field-testing sites across the country. We look forward to learning the results of the project and its implications for future work in critical television viewing and language arts education.

IT'S ACADEMIC

In the spring of 1978, the producer of the high-school-level show, It's Academic, invited the Newark school system to enter a team in the competition. All the senior high schools of the city were invited to form teams and to participate in the rounds necessary to arrive at the designation of a single team to represent the district.

Our matches were held in October and November. The schools which sent teams into the local competition were: Arts, Barringer, East Side, Science and University High Schools. They answered questions in English, Mathematics, Science, History, and General Information. Two preliminary rounds and one final were conducted. The teams competing in the final round were Arts, Science, and University. Science High School emerged victorious.

In the end, the producer did not secure financing for the show, so that our students did not go to Washington after all. However, our experience with this activity leads us to believe that it holds great possibilities as a local activity to be conducted at several levels.

HANDWRITING

The area of handwriting is an important aspect of the basic skills program. Observation of materials produced on chalkboards and in manuscripts by teachers and children leads us to conclude that, although some persons are achieving commendable results, far too many do not attain a reasonable standard of legibility in writing.

At graduation time in June of each year, we recognize eighth grade graduates who have performed well in handwriting. They are awarded certificates which are presented to them at awards assemblies or graduation exercises.

In June of 1979, 1,200 students graduating from 28 elementary schools received handwriting certificates.

We anticipate that the inservice program for the new school year will include work in handwriting.

HIGH INTENSITY LEARNING SYSTEMS - MATHEMATICS

High Intensity Learning Systems - Mathematics is organized in ten strands: Sets, Numbers and Numeration; Addition/Subtraction; Multiplication/Division; Fractions; Geometry; Decimals; Logic and Number Theory; Probability and Statistics; Mathematical Sentences; and Measurement. Within this organization, three levels of difficulty ensure that all students, regardless of ability, will find meaningful and rewarding instruction and practice.

Each student starts by taking a short criterion-referenced "Check-In" Test (pre-test) representing a single basic mathematics skill. If the student demonstrates mastery, he takes the next test in sequence, and so on, until he/she arrives at an instructional objective requiring work. At this point, the teacher chooses a prescription from among dozens of individualized materials which have been carefully selected to meet their students' needs.

Centers

Eighteenth Avenue School
Fifteenth Avenue School
Franklin School
Louise A. Spencer School
Madison School
Marcus Garvey School

McKinley School
Miller Street School
Newton Street School
Roberto Clemente School
Thirteenth Avenue School
Warren Street School

READING PROGRAMS

Right-to-Read

The Newark R2R Program in cooperation with the State Department of Education is committed to improving the reading proficiency of Newark's participating elementary school students. Presently, it is functioning in six schools with remedial reading teachers serving as instructional leaders.

With emphasis on staff development, the R2R program, through inservice, instructs teachers, administrators, and paraprofessionals to build upon, modify and/or expand the reading program already in existence in the schools involved.

Participating schools have conducted a needs assessment and developed a skills array and a diagnostic-prescriptive program to help meet the reading needs of all students in R2R schools.

During the 1978-1979 school year, the program expanded its focus to include improving reading in content areas. Thus, remedial reading teachers were able to give assistance to classroom teachers in the upper elementary grades through workshops and grade level meetings in correlating reading skills with the content of each discipline.

Project Read-Write

Project Read - Write is a state-validated Title III/IV C diagnostic-program designed to halt the decline of rate of growth in reading achievement in grades four through eight.

Through inservice training, Newark teachers utilize strategies enabling them to diagnose children's specific language deficiencies, to apply appropriate prescriptions and to evaluate children's progress.

This program requires no new materials and the prescribed activities may be used in conjunction with any reading text in use in the Newark Public Schools. Further, the program can serve as a developmental, corrective or remedial program, or as a full system of diagnosis, prescription and ongoing evaluation.

At present, Project Read-Write is in operation in thirty-one schools.

HILC

A diagnostic-prescriptive instructional approach to reading, HILC is highly individualized. It uses materials from over fifty different publishers and specifies behavioral objectives for each skill cluster to be mastered.

Criterion-referenced assessment is conducted to determine placement, and mastery and prescriptions are provided for each student from among the instructional resources in the center.

While specific skill development is emphasized, provision is made for recreational and/or independent reading.

CAI

Computer Assisted Instruction, an individualized reading program, augments classroom instruction. Students deficient in specific skills are assigned work on their individual levels. Teachers receive printouts of each pupil's progress on a daily basis. Feedback to students is immediate; thus, they are kept informed of the number of trials made in any given lesson before mastery is attained.

The program has been implemented in several elementary and junior high schools.

Corrective Reading

Corrective Reading is designed for use with students who have decoding skills but who need assistance in learning and applying structural analysis, word meaning and comprehension skills. Small group or an individualized instruction format may be used. The content of the materials is geared to the interests of middle and junior high school students.

ECRI

A Title VII nationally validated program, ECRI (Exemplary Center for Reading Instruction), consists of a series of highly structured teaching strategies for instruction in reading/language skills. Originally designed to assist teachers in teaching low-level achievers, the strategies and prescriptions have been revised so that all levels of achievers might benefit from the program.

Included in the components of the program are behavior modification techniques, creative writing activities, and a management system.

A limited number of Newark's remedial reading teachers received one week's training in ECRI techniques. The training was sponsored by the Bureau of Basic Skills, New Jersey State Department of Education. Three teachers consented to participate in disseminating ECRI strategies.

In the future, further training will be sponsored by the State Title I Office.

NATIONAL COMMITTEE FOR MIDDLE EAST STUDIES IN SECONDARY EDUCATION

The curriculum office worked diligently with this committee to screen and select candidates to study at the Hebrew University in Jerusalem, Israel for six weeks during the summer of 1978.

Of the eighteen secondary school educators selected from Connecticut, Pennsylvania, New Jersey and New York to participate in the unique institute in Israel to develop curriculum materials on the Middle East for American Schools, three were from Newark:

Mrs. Elizabeth Jefferson -- 7th Avenue Junior High School
Mrs. Margaret Roberts -- West Kinney Junior High School
Dr. Lawrence Schulman -- University High School.

The workshops in Israel were designed to combine study with field trips to sites of historical and topical interest and to design instructional materials. During the field trips, the participants were exposed to a variety of views through meetings with government officials, leaders in public life educators, etc., as well as many private citizens -- Jews, Arabs, Christians -- in Israel and in the occupied territories. All expenses of the six-week program (transportation, housing, meals, course work, field trips, etc.) were covered by grant from the federal government officials.

Upon their return to Newark, the curriculum office afforded the participants opportunities to review and share their experiences with interested community groups and other Newark educators and students through seminars, workshops, and the production and distribution of written materials to schools.

NEW JERSEY STUDIES

We were involved in a year-long project, under assignment by the Commissioner of Education, to prepare and deliver a report on curricula, resources, and teacher-training in connection with required New Jersey Studies in the schools of the state. Interdisciplinary and multi-ethnic emphases were stressed, as was the need for attention to local history and local resources. The report was delivered before the due date and the participants met with the State Board of Education for the presentation.

Newark's curriculum director was, in addition, a member of the advisory group which helped to plan the highly successful series of teacher workshops throughout the state. Local teachers, like others, received valuable instructional materials including filmstrips on New Jersey when they participated in the workshops.

Further, because the state report had been delivered and because April seventeenth was designated New Jersey Day, we developed an initial booklet on New Jersey Studies and distributed it to all Newark schools.

HISTORY FAIR

The annual History Fair of the New Jersey Historical Society saw two Newark projects emerge as winners in 1979. Mrs. Elizabeth Jefferson of Barringer High School Annex guided two successful Jerseymen's projects: (1) Counties of New Jersey, an electrified board by Takouhie Maldjian, and (2) The Newark Public Library, a sound-filmstrip presentation, by the Jerseymen's Club. We enthusiastically congratulate all who participated. It is gratifying, as a judge, to see local efforts applauded by fellow-judges.

REPORT ON TUTORIAL WORKSHOP
Newark-Essex Committee of Black Churchmen
February 14, 1979

Mrs. Alexzina Brown, coordinator of this tutorial program, opened the session by explaining the guidelines of her program to the participants. She introduced Dr. Emeka Manuwuiké, Mrs. Cassandra Savoy, and Miss Claire Whittaker, who conducted the workshop.

Dr. Emeka Manuwuiké opened the workshop by making a general introduction based on the objectives of the tutorial program. He explained some basic methods of teaching, touching on the affective domain, child psychology, and curriculum. A prepared hand-out was read and discussed by the group. The audience also participated in math games demonstrated on the chalkboard.

Mrs. Savoy explained some basic methods of teaching decoding skills and handed out prepared questions on phonetic skills which were answered and discussed by the participants.

Miss Claire Whittaker acted as moderator throughout the session, pointing out some oversights and adding pertinent information on the development of reading skills. She distributed tutorial kits prepared by the Office of Community Affairs. The kit is an excellent, informative guide for use by the tutors.

This workshop was a pleasant experience for us. We enjoyed working with such an eager, attentive audience. The atmosphere, though relaxed and friendly, was purposeful. The group appreciated our help and invited us to return.

We requested that Mrs. Brown send the evaluations of the workshop to Dr. Flagg. This was done. Another tutorial workshop was conducted by other members of the curriculum staff.

SAFETY EDUCATION KIT
The Adventures of Beltman

"The Adventures of Beltman" is a safety education kit which was sent to the district by the New Jersey Division of Motor Vehicles. Twenty-six of Newark's elementary schools responded with evaluations to the kit. The materials were found to be particularly appropriate for use in grades PK-4.

The teachers were unanimous in their approval of the kit. They found the materials to be motivating, interesting, and well-designed for handling by young children. The teacher's guide and various colorful teaching aids emphasize correct use of safety belts and safe walking habits in order to protect pupils as both passengers and pedestrians.

The children responded enthusiastically to the suggested teaching techniques in the guide. They enjoyed listening to the cassette, looking at the filmstrips, and taking part in the safety games. The program involves total class participation.

All teachers reported that they plan to correlate this safety series with reading, art, language arts, and music. The series was generally considered to be a colorful, imaginative, and stimulating. All considered it excellent, and suggested that it be added to the curriculum.

THE SCIENCE SCREEN REPORT

The Science Screen Report series, presented monthly as a public service by Hoffman-La Roche, Inc., serves as an effective educational tool for science teaching in our secondary schools.

Newark's science teachers find these films a valuable source of information covering the most recent developments in science and their effects on man and his world.

The topics are meaningful and timely, reflecting a broad spectrum of today's developments: Alaska's "hot pipeline", the Africanized bee, environmental assessment of the continental shelves, violent events on the sun linked to communication breakdowns, navigation system failures, and even power blackouts, and many others.

Our teachers say that the teacher's guide helps to improve the teaching-learning experience. Its suggested questions, publications, and bibliographies serve as springboards for further student study and research.

These excellent films can be ordered from State Street Audio-visual Center.

SECONDARY SCHOOL COURSE CATALOG

The document was well received across the district. It is a complete and accurate description of the courses offered by the Newark Board of Education at the secondary level. It lists the prerequisites, eligibility requirements, and credits of each course. The catalog provides a clear view of the scope and sequence of the curriculum. The document is an invaluable tool for guidance personnel who are in frequent need of its information.

TEACHER RECOGNITION DAY

This year the observance of Teacher Recognition Day has been a meaningful, educational and satisfying event in many of our schools. Several and varied activities have been reported in which students, parents and administrators cooperated to celebrate this happy occasion.

In Chancellor Avenue School and Annex, the celebration was a joint effort luncheon sponsored by the Parent Teacher Association and the school administrators. Congratulatory remarks and words of appreciation were expressed by the administrators.

Franklin School honored the teachers in a full course breakfast done by parents and students. Administrators wore chef hats and aprons. At the breakfast a program was held and corsages and boutonnieres were given to teachers. During the day each class presented a tribute to the teacher on the stage of the auditorium. The many varied and beautiful poems, letters and expressions of concern and love were truly heart-warming.

Thirteenth Avenue administration hosted a Pre/School Social for all the teachers and Abington Avenue School presented a buffet in honor of the teachers. Recognition of teachers' contributions were presented through student essays.

Teachers in the Newark Evening High School, Continuing Education Program for Girls and Basic Adult Education were complimented on their sincere dedication in providing a meaningful educational program for the students during the school year of 1978-79. Special recognition was given for their outstanding attendance.

In other schools teachers have been recognized in different kinds of activities. Central office administrators and supervisors have enjoyed this educational and satisfying event in some of the schools.

TELEVISION READING PROGRAM

During the 1978-1979 school year, seven of Newark's high schools participated in the Television Reading Program. Three broadcasts were aired and students had an opportunity to read, discuss, and write about each of the programs in language enrichment activities. Each participating student received a personal copy of the script for each broadcast.

"One in a Million," the Ron La Flore Story, was broadcast on September 19, 1978, "Lovey: A Circle of Children" on December 13, 1978, and "I Know Why the Caged Bird Sings" by Maya Angelou on April 14, 1979. Students from the following schools have participated in the program: Arts, Barringer, Central, Science, Shabazz, University, and Weequahic High Schools.

Participation in this program has grown from 600 students in the first broadcast in the spring of 1978 to nearly 2800 in April of 1979.

Student and teacher response to this program has been uniformly excellent. Written evaluations from both groups indicate that the concept of reading matched-to-broadcast scripts prior to broadcast and then seeing the programs adds significantly to students' enjoyment, understanding, and ability to discuss the human dramas depicted in each presentation. Most students and teachers have expressed strong preference for more programming of this type.

English Department Chairpersons in the participating schools are to be particularly commended for their assistance and cooperation in making this program so successful.

This program has been operating on an experimental basis this year through the facilities of WCBS-TV in New York. Plans are now being made for the manner in which it will be continued next year.

NEWARK/ADELPHI UNIVERSITY NATIONAL PROJECT ON REDUCING
CRIME AND ANTI-SOCIAL BEHAVIOR IN SCHOOLS

With funding from the U.S. Office of Education and the Law Enforcement Assistance Administration, the Curriculum Office organized a team of Newark teachers, administrators, parents, students, police and security officers and community representatives to receive a two-week intensive residential training on how to combat crime, violence and other anti-social behavioral problems in the schools. The training was done at the Adelphi University National Training Institute in Southampton, Long Island, New York.

The ultimate objective was to train personnel to focus their efforts on the causes of crime and discipline problems among juveniles and to develop programs that respond to these causes. Through such programs, young people will be less likely to become society's casualties and more likely to become responsible, self-reliant, productive citizens.

The four schools involved in the project are: Central, West Kinney, Morton, and Quitman. Each school team consisted of an administrator, a parent, a teacher, a student, a community representative, a guidance counselor and a security officer.

The Institute's program consisted of three components: pre-training interview of teams, a 12-day residential training workshop, and subsequent field support or technical assistance after teams have returned to their communities. Each component is designed to meet the particular needs of the local schools and communities. While in training, each team was asked to analyze its school and/or community and to design programs aimed at preventing or reducing crime and disruptive behavior. The field support provides assistance to teams as they develop these programs.

The team members have continued to work within their schools and to interact with the entire cluster and other school and community agencies. Some of the projects undertaken by the clusters include:

- a. Reducing suspension and class cutting--West Kinney
- b. Reducing fighting and group conflicts during lunch periods--Morton
- c. After school tutorial program--Central
- d. Involving parents as dean mothers in school discipline problems--Quitman

NEWARK (SLAP) STREET LAW IN ACTION PROGRAM

The major goal of the project, now in its second year of operation, is to establish in the Newark School District (public, private and parochial), a viable, workable and effective law-related curriculum for the high schools, and to train teachers and administrators in the effective teaching of these law-related materials so that they can teach students and other personnel. Another goal of the program is to provide students and teachers with participatory teaching and learning in the principles and practical realities of the legal system, thereby making them keenly aware of their community roles, and confident in their abilities to affect our legal system in a democratic way.

SPECIFIC OBJECTIVES

Explicitly, this program is attempting to achieve the following objectives:

- a. To develop and field-test a comprehensive, law-related curriculum guide for the secondary schools.
- b. To train teachers and administrators in the effective use of the guide, and to provide supportive services and materials for other school systems in the state to do the same.
- c. To work toward refining and validating the content of the curriculum guide.
- d. To acquaint students and teachers with factual knowledge, an understanding and appreciation of the need for the rule of law.
- e. To stimulate positive attitudes through factual knowledge. Students will learn how laws are made and changed in a democratic society through active participation in the program.
- f. To enable students to acquire the basic, practical, legal knowledge and skills to assist them in their daily lives.
- g. To de-mystify the law so that students do not see themselves as completely powerless and victims in relation to the legal system. Further, this might also awaken students to the possibilities of law and related careers.
- h. To examine the social, moral and ethical values that are supported by our legal system.
- i. To improve analytical skills in reading and speaking, and promote critical thinking.
- j. To help in reducing crime and other anti-social behavior by providing knowledge and skills to enable people to work successfully within the system.

- k. To materially aid the educational system in turning out better citizens who understand their rights and obligations under the law, and help to articulate it more clearly.
- l. To enable teachers, administrators and other school personnel to improve their professional skills by providing them with innovative techniques.
- m. To demonstrate that the school and the community agencies and resources can work cooperatively to improve conditions in the city, and to use the city as a school.

Looking Backward :

So far, the project has been launched. Seven schools are currently actively involved. This includes five public schools, one parochial and one private school. Students and teachers have been identified. The curriculum guide has been written and is in the process of being finalized for tentative use by September 1979. A City-wide Student Committee has been organized. An Advisory Committee on the project has been formed, and will be reactivated. Student and teacher interest in the project has been overwhelmingly positive.

Looking Forward:

The specific objectives for the second year of the project are as follows:

- 1. To administer the project effectively from the Central Office location.
- 2. To review, revise, and edit the tentative curriculum guide and produce a final copy for field-testing.
- 3. To train a cadre of teachers, administrators, and community persons as turn-key trainers in the effective use of the guide and implementation of the project.
- 4. To solicit input from students and community groups so as to maximize participation in the project.
- 5. To monitor the effective implementation of the guide and the project in the schools.

NEWARK TEACHER CENTER

Overview

The Newark Teacher Center is one of eight which received planning grants in the Teacher Centers program. It is being organized to service approximately 5,500 teachers and 80,000 students in the city's public, non-public, county, and state schools.

The Newark Teacher Center is currently housed in the Board of Education's central office and is staffed by a director and a secretary. Plans are under way to relocate the Center at St. Vincent Academy, a parochial high school located in the center of Newark. Current plans also call for the hiring of a Project Coordinator, three Project Teachers, and a part-time Library Media Specialist. The Policy Board meets monthly and consists of fifteen members.

Major program components projected for the 1979-1980 school include:

1. Workshops. Content will be determined largely by the needs assessment preference survey. Workshops will be given at the Center and in schools, and will be led predominantly by teachers. Inservice credit may be provided.
2. Graduate Courses. Content will be determined largely by the needs assessment preference survey. Courses and independent study will be conducted at the Center and credit will be provided by a local state college.
3. Stress/Morale Program. The program will be structured based on results of survey of teacher stress and morale and stress planning program currently under way.
4. Curriculum Study Task Forces. Action research work groups of teachers will prepare, test, and validate topical curriculum packages. This work may carry graduate and/or inservice credit.
5. In-School Advisement. Teacher Center staff will work with individual teachers and groups of teachers in their classrooms and schools, upon teachers' invitations to do so. Center staff will receive ongoing training in effective consulting skills and content updates.
6. Resource Center. A comfortable gathering place for teachers and materials. The collection will contain commercial and teacher-made materials, a professional library, and a make-and-take area.

June 1979

Update

James Lerman assumed the position of Project Director for the Newark Teacher Center in late December, 1978. The following functions have been performed in connection with the Teacher Center during 1978-1979:

1. Hiring of Director.
2. Hiring of Secretary.
3. Writing of continuation proposal.
4. Preparation and conduct of needs assessment preference survey.
5. Preparation and conduct of survey of teacher stress and morale.
6. Writing and approval of Constitution by Policy Board.
7. Planning, staffing, and conducting lecture series on occupational stress attended by 250 teachers.
8. Speaking engagements before a variety of state and local groups totalling more than 700 persons.
9. Writing and distribution of three issues of Center newsletter to all 6,000 teachers and administrators in the city.
10. Writing and approval of job descriptions for Center staff by Policy Board.
11. Identification of permanent site for Center by Policy Board.

Between now and September, performance of the following functions is anticipated:

12. Selection and hiring of Center staff.
13. Reporting analysis of needs assessment preference survey.
14. Reporting analysis of survey of teacher stress and morale.
15. Planning specific Center programming based on these analyses.
16. Planning specific training for Center staff.
17. Development of management system for Center operations.
18. Moving into permanent site.

June 1979

GLOBAL AWARENESS

The "Global Awareness Program" has been accepted for funding by the State of New Jersey under Title IV-C. It will address the needs of Newark students to clarify their attitudes toward their own culture, and to develop positive attitudes toward the cultures of other peoples, including Japanese, Mexican, French, Israeli, and of the Ivory Coast.

Students will view themselves as members of many groups within their own culture such as family, student, citizen, and consumer. They will learn to see the similarities and differences which make them, as individuals, alike and different from those in comparable groups in the target cultures.

This is a desirable end because of the interdependence of nations and because the population of Newark represents a microcosm of world cultures.

The changes in attitude projected for this program will occur as a result of acquiring factual knowledge about the target cultures and will gain expression through analytical discussion and directed writing.

Students will be engaged in a variety of activities designed to provide them with personally involving experiences of the target cultures. Through constructing garments, preparing foods, listening to and singing music, viewing audiovisual presentations, and engaging in analytical discussions, students will be afforded opportunities to experience and then express, in written and verbal form, their perceptions of the target cultures and their relation to the students' own. By these expressions of perception, students' skill in basic communication areas will be improved.

The total program will lead students to the conclusion that there is more than just one's own means of existence that can be viable.

NEWARK PUBLIC FORUMS ON ENVIRONMENTAL AWARENESS
Minigrant Workshop Project Environmental Education

Newark is at the leading edge of the urban frontier of our nation. Whatever indices are used to describe the social, economic, political, health, and other human conditions of the people who constitute the population of the City of Newark, the figures cry out for help - massive and immediate.

Instead of talking or reading about how bad the environment is, or how deplorable and dilapidated the cities are becoming, it is the object of this program to do something about the city's environmental health -- that is, to sensitize all segments of the community to the seriousness of this problem so that they can do something about it. It is high time we realize the need for comprehensive environmental control efforts. It is a fact borne out by experience that environmental pollution/protection is as much a result of what people -- the producer, the consumer, the government -- do as it is a result of what they fail to do.

Specifically, this project will:

- a) Organize a local public forum committee on ecology and the environment.
- b) Hold public forums on environment and ecology of the area.
- c) Educate the public through open forums, seminars, and workshops on environment and ecology, and thereby show them what simple things we can all do to help in the battle of man versus his environment.
- d) Plan and work with other interested and concerned groups in promoting public consciousness on the whole issue of environment, ecology and energy conservation as it relates to the Greater Newark urban area.
- e) Publicize the activities of the project so as to attract a wide audience especially those with differing views on the subject.
- f) Increase public awareness and understanding of the basic ecological problems facing people in an urban environment today.
- g) Exchange ideas and explore alternative ways of meeting the demands posed by a deteriorating environment.
- h) Demonstrate to students, teachers, and community people some simple, inexpensive experiments, projects, etc., they can do to improve the environment.

Newark Forums On Environmental Awareness

Results

The immediate results and benefits to be derived from this project are as follows:

The public will gain considerable insight into the underlying factors of environmental control, waste, conservation, choices, etc. There will be an increase in community awareness of urban environmental problems and a desire to assist in their solution.

The long-range results and benefits to be derived are:

A frame of reference in dealing with the general issue of environment will be established through the open forums.

Other communities and agencies will learn from this model what they can do to change and improve the ecology of their neighborhoods. Hopefully, this will lead to the formation of neighborhood conservation and beautification groups.

PROJECT SAIL-MATHEMATICS-Title IV-C Funding (1979-80)

PROJECT SAIL is a diagnostic/prescriptive mathematics program designed to improve the mathematics achievement levels of middle school students (grades 5-8). The program includes a set of learning goals, diagnostic and achievement tests, a recordkeeping system, and specific management guidelines.

PROJECT SAIL began out of a desire to improve student achievement in mathematics by diagnosing individual students' needs, and then prescribing learning tasks to meet these needs. The individual diagnostic-prescriptive approach is strongly endorsed because of the wide variation in mathematics achievement observed in almost any student group.

Essential project elements include the following: a hierarchy of board learning goals, utilization of pre-test and achievement tests for each hierarchy, goal assignments based upon individual student needs, a variety of instructional activities and materials, simple, efficient records, weekly review quizzes, positive and negative reinforcement procedures, and a strong system to monitor student progress.

As a result of PROJECT SAIL, it is our goal that the students of Dr. Martin Luther King, Jr. School and Miller Street School and those of St. Ann's will score several months higher in mathematics by the end of their grade and that some individual students will be able to achieve goals of one year or more of growth.

OTHER FUNDED PROJECTS

Street Law In Action will enter its third year in 1979 - 80. Materials and support will be continued for the participating classes, and the locally-developed curriculum guide will be distributed for tryout and modification.

The Newark Teacher Center, also previously described, is expected to move from planning to implementation and to provide, at a non-Board of Education site, a program which should help and enrich teachers.

Philosophy for Children, having demonstrated its value in teaching thinking processes and fostering improvement in basic skills, will be spread to additional schools at the elementary and junior high school levels.

OTHER EFFORTS

Diagnostic-Prescriptive Process

A committee, led by the Director of Curriculum and Instructional Services, was given the assignment of picking up the uncompleted task of devising a diagnostic-prescriptive process for the district. As part of the requirements of T&E, the process must include delineation of skills by grade levels, recording of progress, assessment of mastery; and indications for individual assistance. The committee included teachers and/or department chairpersons in reading, English, and mathematics; testing personnel; and curriculum personnel. Within the school year, the committee refined the skills lists, devised recording forms for paper or cardboard format, and proposed possible manufacturers of mastery tests. The work was completed on schedule at the beginning of June.

Comprehensive Reading Program

Recognizing with all educators the overwhelming importance of reading, the curriculum office accepted the assignment of developing a comprehensive district-wide plan in reading. The plan included reduction in number of reading series, use of the curriculum guide, requirement for teaching phonics, attention to the graded skills lists, inservice training for teachers and administrators, and staffing for the purpose of managing and monitoring the reading program district-wide.

This office has stressed the fact that the Diagnostic-Prescriptive Process, the Comprehensive Reading Program, promotion standards, the testing program, the curriculum program---all must be coordinated to make T&E a reality.

Bureau of Art Education



annual report

1978 - 1979

BOARD OF EDUCATION

Newark, New Jersey

I. INTRODUCTION

The year 1978-79 started out with promise. Art teacher service rose from the 102 budgeted for last year to 109 this year - still not in sufficient number for optimum coverage, but better. Mrs. Washington, Supervisor of Art Education, sought to assist the newly-appointed art teachers and those transferred to situations new to them as quickly and expeditiously as possible. The organization in central office staffing changed, and under the supervision of the Director of Curriculum and Instructional Services direction was given to the sharpening of tools and procedures toward improvement in instruction. Attention was brought to specific areas of possible improvement through the Executive Superintendent's "Directions." Departmental meetings were held for art teachers, urging on them their responsibility for top performance and participation in all art events. The director visited some schools and found that more attention should be given to the substance of the curriculum and to art teacher preparedness for attaining higher standards of student achievement; this would be addressed. Generally, it was observed, good to excellent teaching was taking place.

But even early in the school year there was talk of fiscal problems. On December it was learned that fifty art teachers would be terminated, and that the Program Modifications Plan for elementary and special schools would be effected in mid year. Adjustment of art teacher service accordingly, and reassignment of art teachers both laterally and vertically consumed much time. Morale, understandably, was at a low ebb. Perhaps postponement of the implementation of the Plan had a bearing; having more time to complete projects before terminations and transfers were effected art teachers who might have otherwise been too discouraged to submit student work for exhibitions rallied in behalf of their students and allowed them the chance for recognition and reward of talent. The number of entries equalled and even surpassed that of last year; their quality assured the very real success of the Teen Arts Festival and the Newark Youth Art Exhibition.

Five meetings were held for the twenty two art teachers who remained assigned to elementary and special schools, each an itinerant serving an average of three schools apiece. At these meetings materials were distributed to assist them in their role as resource persons to classroom teachers below Grade 7, and to help them plan workshops scheduled for the last period of the school day. Differences in interpretation by school administrators of the Plan regarding scheduling and art service surfaced at the first meeting. Lack of acceptance by the classroom teacher of his/her new responsibility, whether it be as teacher of art from kindergarten through Grade 6 or as cooperating teacher in Grades 7 and 8, and consequent resentment of the art teacher, also surfaced. Steps were taken to correct scheduling and assignment not in compliance with the Plan through telephone communication and visitation to schools. Interpersonal relations with classroom teachers, as noted at later meetings, improved. The last meeting of the school year focused on report of successes in conduct of a workshop, in teaching of an art project for Grades 7 or 8, in consultant service to the classroom teacher, and in service to a school. The focus, mutually agreed upon, was adhered to with responses readily offered and shared by all. Problems still exist, though many by now have been resolved, or, at least, ameliorated to less than frustrating level.

One problem remains paramount: the art teacher's time as consultant is limited; the teaching of art below Grade 7 by the classroom teacher is likely to be uneven considering the demands made on his/her time for pupil achievement in the computational and language arts skills - coupled with the natural reluctance to take on another subject for which there may be little or no orientation.

Despite a year characterized by turmoil mid-stream adjustments have been made, and a sense of normalcy appears to be gaining. Assuming that there is no radical change next year, the Bureau of Art Education staff must effect as its first goal promotion of a viable art program within the present organization.

II. ADMINISTRATION AND SUPERVISION OF THE BUREAU OF ART EDUCATION

A. ORGANIZATION

Personnel:

Director
Supervisor

Full-time art teacher assigned to the Arts Workshop, a division of the Bureau
Principal clerk typist

B. AREAS OF RESPONSIBILITY

Director of Art Education:

1. In accordance with the general policy of the Executive Superintendent of Schools, the director is responsible for the organization, administration, and supervision of his staff and of art education in the Newark public school system, which includes secondary, elementary, special education schools, and familiarity with the offerings of the professional art school - the Newark School of Fine and Industrial Art.
2. The director makes recommendations to the Executive Superintendent through the appropriate executive officer/s, with respect to curriculum modification and improvement; qualifications, appointment, and assignment of the supervisor, art teachers, and bureau staff; purchase, use, and transfer of necessary and desirable equipment and supplies; design and equipment of art rooms; and participation in art contests and exhibitions.

Supervisor of Art Education:

1. Improvement of art instruction through guidance, counseling, and demonstration
2. Assistance to the school administrator in appraising teaching performance, and physical facilities and supplies for art instruction, with recommendations made for their improvement
3. Recommendation of student teacher placement
4. Assistance to the director in implementing Bureau-initiated special art projects and the preparation of various reports
5. Review of exhibition material for selection and hanging
6. Service on committees, such as textbook evaluation and exhibition committees

Arts Workshop:

1. Inservice courses for art teachers and classroom teachers
2. Lending services - slides, books, prints, and sculpture - which include the Catherine A. Blewitt Memorial Prints, the Art of Black America Prints, and a collection of African and Mexican sculpture, available on loan to schools for one month
3. Reception, display, and distribution center
4. Firing of ceramic pieces for schools having no kilns, or inoperable ones
5. Demonstration of art techniques, especially of ceramic firing and silk screen processes
6. Testing of new art materials
7. Preparation of teacher-aid materials
8. Preparation of student art work for display and hanging of exhibitions
9. Board of Education and school art service; preparation of posters, cover designs and illustrations, letterheads, certificates, and signs

C. GOALS AND OBJECTIVES - 1978-79 SCHOOL YEAR

Goals: To administer an effective art education program from prekindergarten through grade 12, responsive to the needs, interests, talents, and abilities of Newark children. To achieve maximum growth of each child's aesthetic sensitivity and creative potential through a developmental and diversified sequence of art studies.

Objectives:

1. To promote attainment of a positive self image and cultural awareness through increased opportunity for aesthetic response, appreciation, and creative achievement in art
2. To promote greater visibility of the creative efforts of Newark youth through increased opportunity for public display of their work
3. To provide better means for identifying and encouraging talented elementary school pupils to attend Arts High School, and graduating seniors to pursue post-secondary training in art
4. To promote extension of the art program within the school and community
5. To establish more effective means of conveying information about school and city-wide art activities
6. To initiate use of a recently prepared document to monitor city-wide minimum standards for every level of art study
7. To provide inservice courses for art teachers in which attention is given to the potential of art for reinforcing competency in basic communicative and computative skills
8. To promote optimum quality of art instruction through increased assistance, demonstration, and counseling by supervisory staff
9. To provide continuous monitoring of art room equipment and furniture, and art supplies to facilitate improvement of the art program
10. To maintain staffing sufficient to proper supervision and implementation of an effective art education program
11. To advise and consult with Art Curriculum Committee established to revise and update the Secondary Art Curriculum Guide
12. To promote departmental lending service of art books, prints, and sculpture for schools to stimulate appreciation and cultural awareness

D. ART TEACHER ASSIGNMENTS - 1978-79 SCHOOL YEAR

1. Organization for September, 1978:

NO. OF SCHOOLS SERVED	NO. OF ART TEACHERS	NO. OF FURLOUGHS
11 Senior High	32	2
4 Junior High *	12	-
65 Elementary	57-3/5	7
8 Special	6-2/5	1
88 Schools	108 Teachers	10
- Arts Workshop	1 Teacher	

T O T A L 109 Teachers

* Includes Clinton Place School.

2. Organization as of February 21, 1979:

NO. OF SCHOOLS SERVED	NO. OF ART TEACHERS	NO. OF FURLOUGHS
12 Senior High	33 *	1
3 Junior High	9	-
2 Middle Schools **	5	-
65 Elementary & Special	22	5
82 Schools	69 Teachers	6 ***
- Arts Workshop	1 Teacher	

T O T A L 70 Teachers

* Includes Montgomery Street School and Barringer Annex as separate school

** Clinton Place and Camden Middle Schools

*** Reduced number from September organization due to layoffs (2) and resignations (2)

3. Anticipated organization for 1979-80 school year (projected total number of art teachers - 71 or 72 *):

A tentative organization has been planned that takes into consideration the following:

- a. Needed additional art teacher to fill new position at George Washington Carver Elementary School, scheduled to open in September
- b. Needed second additional art teacher to service anticipated reallocation of special education centers, contingent upon approval of proposal *
- c. Filling of high school art teacher vacancies due to resignation (2)
- d. Filling of vacancies due to approved requests for transfer (3)
- e. Filling of reinstated high school art teacher position (1)
- f. Needed adjustment of art teacher assignment due to changes in school enrollment and art teacher service for grades 7 and 8
- g. Return of one art teacher from furlough - (The other five are not returning due to retirement, resignation, or approval for additional leave.)
- h. Anticipated furloughs (2)

III. ACTIVITIES - BUREAU OF ART EDUCATION

A. VISITATION TO SCHOOLS: September, 1978 - June, 1979

1. Director of Art Education

(Beyond regular school visitations made by Supervisor of Art Education)

NO. OF SCHOOLS		NO. OF ART TEACHERS	NO./FORMAL EVALUATIONS
Senior High	17	33	7
Junior High	8	14	6
Elementary	16	14	12
Special	4	2	1
N.S.F.I.A.	2	-	-
TOTALS	47	63	26

2. Supervisor of Art Education

SEPTEMBER - DECEMBER, 1978

Schools	No./Schools Serviced	No./Art Teachers Serviced	Number of Visits to Individual Art Teachers		Total
			One	Two	
Senior (except Arts High)	3	4	4		4
Junior	1	1	1		1
Elementary	42	45	41	2	45
Special	7	7	6	1	8
GRAND TOTALS	53	57	$\frac{52 \times 1}{52}$	$\frac{3 \times 2}{6}$	58

JANUARY - JUNE, 1979

Schools	No./Schools Serviced	No./Art Teachers Serviced	Number of Visits to Individual Art Teachers			Total
			One	Two	Three	
Senior (except Arts High)	9 (2)*	38 (7)*	30	4		38
Junior	5 (1)*	16 (3)*	12	2		16
Elementary	26 (20)*	20 (20)*	15	4	1	26
Special **	1	1		1		2
GRAND TOTALS	41 (23)*	75 (30)*	$\frac{57 \times 1}{57}$	$\frac{11 \times 2}{22}$	$\frac{1 \times 3}{3}$	82

* School visitations on which regular supervisory written reports were made.

** Montgomery Street School; supervisory written reports were made.

B. STAFF PARTICIPATION ON COMMITTEES

1. Art Textbook Evaluation (Director: Chairman)
2. CASA Consultative Council (Director only)
3. Newark Teen Arts Festival
4. Newark Youth Art Exhibition, Inc.

C. STAFF MEETINGS CONDUCTED FOR ART TEACHERS (Bureau of Art Education)

1. Senior and Junior High School - October 24, 1978
2. Elementary and Special Education - October 26, 1978
3. Itinerants servicing elementary and special schools under the Program Modifications Plan
 - January 11
 - March 1
 - April 21
 - May 8
 - " 31

D. PARTICIPATION IN EXHIBITIONS AND CONTESTS

(Names of prize winners and exhibition participants are listed on Executive Superintendent's bulletins to principals.)

1. All-School "Project Pride" Banner Contest participated in by students in elementary, secondary, and special schools, and displayed on parade between football games - City Stadium, September 16
2. "Flying: Past, Present, and Future" exhibition of drawings and paintings by children in elementary schools celebrating Newark International Airport's 50th Anniversary - September 30 - October 6
3. Exhibition of art work by secondary school students at Newark International Airport, United Airlines Terminal, Satellite "A," co-sponsored by United Airlines and Art Administrators of New Jersey - September 26 - October 29
4. Exhibition of 20 pieces of student art work at New Jersey School Boards Association Annual Workshop - Atlantic City, October 25-27
5. Fire Prevention Week Poster Contest - grades K-12, sponsored by the Mayor's Office and the Newark Fire Department
6. National Career Guidance Week Poster Contest K-12, student participation in local, state, and national competitions - School exhibitions November 12-16 at local level
7. Brotherhood Week Poster Contest, sponsored by the National Conference of Christians and Jews - open to high school students

Exhibition of winning work in three categories:

Ballantine House, site of Awards Luncheon for prize winners - February
Robert Treat Hotel, site of N.C.C.J. Awards Dinner - February 15
Public Service windows - February 20 - March 2

8. Newark Teen Arts Festival Art Exhibition, participated in by secondary school students - Newark Museum, March 17 - April 1
9. Exhibition of art work by children of Camden Middle School, Board of Education lobby, April 2 - August 31
10. Newark Youth Art Exhibition participated in by secondary school students - Prudential Plaza building lobby, April 30 - May 11

Introductory mini shows: Bamberger's windows - April 9-23
Carteret Savings & Loan - April 9-23
F.O.C.U.S. - April 10-23
Public Service windows - April 10-23

11. "The Exceptional Child is an Artist" exhibition, arranged in celebration of The International Year of the Child, of art work by children in special education - Board of Education ninth floor elevator corridor June 13 - August 31. (The greater part of exhibition will be incorporated in a display representing Newark at the New Jersey School Boards Association Annual Workshop - Atlantic City, October 24-26.)

E. MATERIALS PRODUCED AND DISTRIBUTED

1. Memoranda to art teachers listed by title

- a. Announcement of Fall Conference of the Art Educators of New Jersey - October 19 & 20
- b. General Information and Schedule, Address, and Order forms to be completed (forms enclosed)
- c. Balance of 1978-79 Art Supplies Order
- d. Reminder - Art Supplies, with accompanying report form detailing needed information for complaint
- e. The Art Program in the Elementary Schools
- f. Art Textbooks
- g. Bureau of Art Education Ceramics
- h. Repair and Maintenance of Kilns - Account 345
- i. Board of Education Scholarships - Newark School of Fine & Industrial Art (Open to Senior High School Graduates)
- j. (Subsequent notice sent out March 30 with regard to the above, detailing requirements for application and portfolio - applications for N.S.F.I.A. scholarship enclosed.)
- k. Registration - Evening Division, N.S.F.I.A.
- l. Announcement of departmental meetings (6)
- m. Policy Regarding Participation in Art Exhibitions and Contests
- n. Announcement of contests and exhibitions, referred to as follows:
 - "Project Pride" School Banner Contest
 - Newark Airport's 50th Anniversary Celebration Art Exhibition - "Flying: Past, Present, and Future"
 - Participation in City-wide Poster Contest on Fire Prevention
 - Newark Teen Arts Festival and Newark Youth Art Exhibition '79 - (Subsequent reminder distributed in January, 1979.)
 - National Career Guidance Week Poster Contest
 - Brotherhood Week Poster Contest
 - International Year of the Child - "The Exceptional Child is an Artist"
- o. Art Certificates and Art Samples

2. Materials distributed at departmental meetings listed by title

- a. City-wide Standards for Art Education - "Art: Proposed Instructional Design and Program for Newark Schools" (only to a few art teachers lacking copies)
- b. The Art Curriculum in the Secondary Schools art guide (for art teachers' use in teaching grades 7 and 8)
- c. Art Supplies Order Blank (to be used as reference only for full description of warehouse art supply items listed according to categories)

- d. The Art Program in Elementary and Special Schools (taken from revised Executive Superintendent's Circular #500, dated March 21, 1979)
- e. Matrix of Art Learning Tasks - Grades 1-6 (for distribution, in turn by art teachers to classroom teachers)
- f. Recommendations for Workshop and Demonstrations (Material developed for inclusion in Inservice Workshops, Spring, 1979, Curriculum and Instructional Services publication)
- g. Forms:
 - Request for Service of Resource Teacher: Art
 - Scheduled Art Workshop/Demonstration Lesson
 - Report of Art Workshop/Demonstration Lesson
- h. Establishment of an Effective Art Program for Art and Classroom Teachers
- i. Art as Reinforcement of the Other Disciplines

F. RELATED ACTIVITIES

- 1. Special assignment to survey readiness of schools for September, 1978 opening (The director and the supervisor each had eight schools to visit and report on.)
- 2. Recommendations made for appointment and assignment of art teachers
 - a. Filling of art teacher vacancies
 - b. Reorganization of staffing in elementary and special schools occasioned by the introduction of the Program Modifications Plan and layoff of teachers effected in February, with recommendations made for transfer of art teachers that pertained to every level
 - c. Tentative preparation of art teacher organization for the 1979-80 school year
- 3. Preparation of revised specifications for photography equipment needed for Photograph Lab at Malcolm X Shabazz High School, and subsequent follow-up on needed Laszlo Press special tables for above school.
- 4. Preparation of art supply orders
 - a. Bureau of Art Education
 - b. The new George Washington Carver School
- 5. Transfer of needed art supplies wherever possible
- 6. Review and testing of art supplies

G. ATTENDANCE AT PROFESSIONAL CONFERENCES, WORKSHOPS, AND CONVENTIONS

- a. Director of Art Education
 - 1. First Annual James Street Commons Art Show, participated in by Newark artists and artist/teachers - September 30
 - 2. Luncheon meeting at Prudential of Newark Youth Art Exhibition committee members with business and community representatives - Prudential, October 5
 - 3. Art Educators of New Jersey Annual Conference - October 20
 - 4. Art Administrators of New Jersey evening meetings - November 13, February 13, and May 14
 - 5. Essex County Council of School Administrators meeting at E.I.C. - December 7
 - 6. Eleventh Annual E.S.E.A. Title I Parents Conference - June 14
- b. Supervisor of Art Education
 - 1. First Annual James Street Commons Art Show - September 30
 - 2. City-wide Parent Conference on Parents' Rights in Special Education - September 30

3. Luncheon meeting at Prudential of Newark Youth Art Exhibition committee members with business and community representatives - Prudential, October 5
4. Art Educators of New Jersey Annual Conference - October 19-20
5. Iota Phi Lambda Sorority Workshop - Panel speaker, "Education Can Turn Things Around" - November 12
6. Art Administrators of New Jersey evening meetings - November 13, February 11 April 9, and May 14
7. Essex County Council of School Administrators meeting at E.I.C. - December 7
8. Panel speaker, "Administration and Supervision: Theory vs. Practice - St. Joseph's College, Brooklyn, New York - January 21
9. Panel speaker, "Coping with Stress - Employment," Kean College Workshop - May 14
10. Eleventh Annual E.S.A. Title I Parents Conference - June 14

IV. ACTIVITIES - ARTS WORKSHOP, BUREAU OF ART EDUCATION

A. EXHIBITIONS

1. Preparation: Every exhibition entails extensive preparation. In the case of student art exhibitions, listed separately under Participation in Exhibitions and Contests, this includes solicitation of entries from art teachers, screening, mounting or matting, coding, packaging for delivery and return, signs identifying the exhibition, and arranging and hanging of the show at the exhibition site - many functions of which are ministered to or shared by the art teacher assigned to the Arts Workshop. (Checking of entries against the contents lists for accuracy and spelling, and preparation of exhibition lists of names of participants and prize winners are the responsibility of the office secretary.)
2. Bureau exhibitions: Selected pieces, illustrative of the kind and quality of art work advocated in the art curriculum guides, are prepared by Arts Workshop personnel for display in the Bureau's two galleries located on the second floor of the State Street School building. The gallery shows, renewed annually, also present to all those who visit the Bureau a composite picture of the aesthetic and creative development of Newark public school children from prekindergarten through grade 12, and in special education. These pieces are culled from specimens submitted by art teachers representative of work done under their direction during the course of the school year. All that which is not retained for display is returned to schools.
3. Exhibitions solicited by Department of Community Affairs:
 - a. "Project Pride" exhibition of school posters, display of photographs of football extravaganza, and display of photographs depicting Arts High School's Architects-in-Schools program featuring renovation of graphic art room, creation of hall murals and display areas, and renovation of room for the physically-handicapped.
 - b. John F. Kennedy School exhibition
 - c. Dayton Street School "King Tut" exhibition

B. PREPARATION OF POSTERS, SIGNS, COVER DESIGNS, CHARTS, LOGOS, AND CERTIFICATES

1. Posters for Adult Learning Center
2. Signs
 - a. For schools represented by posters in "Project Pride" exhibition - Board lobby (3)

- b. Newark International Airport Exhibition of Art by Newark Junior and senior high school students
 - c. 50th Anniversary of Newark Airport Exhibition of art by children in elementary schools entitled "Flying: Past, Present, and Future" (2) - Prudential
 - d. Addition of copy to four "Project Pride" school award plaques
 - e. Designation of winners of "Project Pride" school award plaques on display - Board lobby
 - f. "Project Pride" Football Extravaganza Display - Board lobby
 - g. John F. Kennedy display - Board lobby
 - h. Dayton Street School "King Tut" Exhibition (2) - Board lobby
 - i. Camden Middle School Art Exhibition (2) - Board lobby
 - j. Identification of Newark Youth Art Exhibition mini shows at four different sites
 - k. Names of participating high schools in Music Festival (10) - Barringer High School
 - l. Pertinent information pertaining to offerings of Adult Learning Center in English and Spanish, prepared on hard board and lacquered for exterior use
 - m. "Project Pride" standing-signs designed for positioning in ground (4) - Maple Avenue School
 - n. Arts High School Gospel Chorus - 5th Anniversary - Louise A. Spencer School
 - o. "The Exceptional Child is an Artist" Exhibition: identifying the exhibition (4), identifying pieces chosen for permanent collection (8), announcing presence of 3-D work in Department of Special Education (2)
 - p. Identification of seating by high school at Sports Awards Luncheon (8) - prepared by the director
3. Cover designs
- a. Bureau of Art Education Guide to Lettering
 - b. Stocked Supplies Catalog - Purchasing Department
 - c. Inservice Courses for Teachers: Spring, 1979
 - d. Newark Youth Art Exhibition program for breakfast at New Jersey Bell
 - e. Newark Youth Art Exhibition Awards Ceremony and Reception Program
 - f. Bureau of Art Education 1978-79 Annual Report
4. Charts (prepared by the director)
- a. For workshop presentation in August (set of 10) - Executive Superintendent
 - b. For presentation before the Board and other interested groups (set of 7) - Executive Superintendent
 - c. For presentation before Mayor's committee on finance and building codes - Board Affairs
5. Logo: Additional material added to original "Project Pride" logo - Community Affairs

6. Certificates of Merit, Participation, or Recognition

a. Board Affairs - (merit)

Outstanding Service
Chisenbop Math Program
Social Worker for Social Justice

b. National Career Guidance Week Poster Contest (participation)

Brotherhood Week Poster Contest (Participation)

c. Department of Curriculum and Instructional Services (excellence according to academic area)

d. Newark Youth Art Exhibition (acknowledgement of appreciation for support), and hand lettering of names on 46 certificates

e. Adult Learning Center (recognition)

f. Bureau of Libraries and Audiovisual Education (2) ("Read to the Child" participation)

C. LENDING SERVICES

- *1. Print collections - one set at a time may be borrowed for display in a school for a period of one month. Each set, contained in a sturdy carrying case, comprises five framed prints.

<u>Catherine A. Blewitt Memorial</u>	<u>Number/Times Loaned</u>
Set 1	7
Set 2	8
<u>Art of Black America</u>	
Set 3	6
Set 4	7
Set 5	8
Set 6	7

- *2. Sculpture Collections - arrangements for loan and accommodations for transporting are similar to that noted for print collections.

<u>Sculpture Collections</u>	<u>Number/Times Loaned</u>
Set 1 - African (3 pcs.)	5
Set 2 - " "	6
Set 3 - " (5 pcs.)	6
Set 4 - Pre-Columbian (4 pcs.)	2

*Notice of availability of these collections will be disseminated to principals in late August, accompanied by forms to be completed for ordering of sets. A schedule is then established for the month schools will receive them.

3. Individual art prints may be loaned for three months.

4. Art books may be loaned for three months.

5. Slide collections are available on several subjects - principally in the area of the ethnic arts, and may be loaned for three months.

D. CERAMICS FIRING

The Arts Workshop is equipped to bisque and glaze fire ceramic ware for schools having no kilns or inoperable ones.

<u>Number of Pieces Fired</u>	<u>Number of Firings</u>
Bisque 394	Bisque 31
Glaze 308	Glaze 25

E. ART INSTRUCTION (Given by John Rzeszutek, art teacher assigned to the Arts Workshop)

1. Conduct of morning workshop session on ceramics for 18 special education pupils and their teachers from Miller Street School
2. Conduct of 10-week inservice course for art and classroom teachers entitled "Art: A Means for Teaching of the Other Disciplines"

Projects, employing a variety of media and techniques, were addressed to the enrichment and reinforcement of conceptual understandings in mathematics, science, social studies, and the language arts, with focus on Grades 4 through 6.

3. Individual assistance given to art and classroom teachers, as requested

* * * * *

Please note: Mr. Anthony Liloia, bus attendant assigned part-time to the Bureau, has assisted Mr. Rzeszutek in carrying on Arts Workshop-associated activities, as has also Mrs. Marie Clark, retired art teacher. Mrs. Clark, completing her third year as a volunteer, also assists greatly in the office. Without these two persons the work load could not be accomplished to the degree that it has. (The Bureau suffered the loss of one art teacher in the Workshop and one clerical worker beginning the 1975-76 fiscal year.)

V. A LOOK AHEAD

A claim was made in the last sentence of the introduction that the Bureau of Art Education staff must effect as its first goal promotion of a viable art program within the present organization. Realization of this goal depends primarily on effective communications - No. 1 of the Executive Superintendent's "Directions." More departmental meetings have been held this year than before. It is anticipated that these meetings will be held in like manner next year. Much is to be gained in vis-a-vis contact with art teachers who share similar concerns. Such meetings also provide opportunity for issuance of memoranda and other written materials, with discussion of them taking place at the time of distribution. A projection voiced at the last meeting held this year concerned time to be given at subsequent meetings for presentation of model workshops/demonstrations.

Departmental meetings are more easily scheduled for itinerant art teachers who serve under the Program Modifications Plan than for secondary school art teachers because this time is counted as staff and development training. Beyond the customary fall departmental meeting with the latter group closer communication with department chairmen is also anticipated in order to solicit their full support of art program needs. School visitations for the purpose of observation and assistance to art teachers remain important at all levels.

As to curricula - No. 4 of the Executive Superintendent's "Directions" - special attention will be given to teacher preparedness and to ascertaining of the degree to which the curriculum is covered. In addition, attention will be addressed to the inter-relationship of the disciplines and to the desirability of their mutual reinforcement. As the art teacher considers the value of this, so will his/her teaching be more meaningful and the curriculum be enriched. Introduction of the art teacher to this concept is part of his/her professional development as an art educator.

Documents listing generalized expectations of achievement for each level of art study have been distributed to art teachers. In so far as possible, teachers will be assisted in their efforts to provide an art program that evokes such

achievement, albeit that in many situations supplies are scarce and facilities lacking. Monitoring of the art program below Grade 7 will be difficult for the reason that supervision must be indirectly addressed through whatever the art teacher as resource person can afford in time to service each classroom teacher. It appears that in some instances it will become this staff's responsibility to work with school administrators on setting up art programs for classroom teachers. So far this is an unknown, and must await conferences with principals in the early fall to ascertain if there is a problem.

The current secondary art guide needs revision - a task that might be considered for initiation this next school year. The guide cannot, obviously, reflect courses introduced since it was written nor can its pages be deleted readily for courses that are no longer offered. Also the approach and content can be updated. A unit on career opportunities in the fine and applied arts would be most appropriate in the ninth grade Art Foundations course.

If the goal cited at the beginning of this section is to be purposely pursued, we of the staff must prepare carefully appropriate action for its realization.

Respectfully submitted by:

RUTH K. ASSARSSON
Director of Art Education

RKA:jd
7/9/79

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION



ANNUAL REPORT
1978 - 1979

BOARD OF EDUCATION

NEWARK

NEW JERSEY

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

1978 - 1979

PROFESSIONAL STAFF

Rhoda S. Appel
Marilyn B. Harris
Gerard Simons
Lillian Skolnik
Elberta H. Stone
Margaret Turiello

Director
Library Media Specialist. Funded Programs
Teacher in charge, Audiovisual Education Center
Library Media Specialist, Acquisitions
Library Media Specialist, Board Librarian
Curriculum Specialist, Textbooks

CIVIL SERVICE STAFF

Audiovisual Technicians

Richard Ellis
Jessie Feacher
Kenneth Hovmiller
Chester Ward
Wilbur Taylor

Clerk Typists

Julia Ciriaco
Eunice Epps
Micchellie Smith (AV Center)

Principal Library Assistant
Textbooks

Loretta McDonald

Senior Clerk Typist

Veronica Scheick

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

ANNUAL REPORT 1978 - 1979

OUR GOAL IS TO IMPLEMENT THE FOLLOWING SIMPLE DIRECTIVE OF THOROUGH AND EFFICIENT

6:8-11 EDUCATIONAL PROGRAM...

- 7 PROVIDE ACCESS THROUGHOUT THE DAY TO SUFFICIENT
PROGRAMS AND SERVICES OF A LIBRARY/MEDIA
FACILITY TO SUPPORT THE EDUCATIONAL PROGRAMS...

IN 1978 THROUGH TITLE IV B, ALL NEWARK SCHOOL LIBRARIES, NOT ONLY THE FEW SELECTED TITLE II DEMONSTRATION CENTERS, WERE DEVELOPING INTO TRUE LIBRARY MEDIA CENTERS. NEW AUDIOVISUAL EQUIPMENT PURCHASED THROUGH TITLE IV B FUNDS ASSURED SCHOOL LIBRARY MEDIA SPECIALISTS THE NECESSARY HARDWARE TO PROPERLY UTILIZE THE MYRIAD MULTI-MEDIA LIBRARY RESOURCES AVAILABLE IN THEIR SCHOOLS. YET EQUIPMENT, THOUGH SUPPORTIVE, DOES NOT GUARANTEE A VIABLE EDUCATIONAL MEDIA PROGRAM. WITH THE DRASTIC CUTS IN LIBRARY SERVICE, "ACCESSIBILITY" THE KEY WORD IN T AND E WAS IGNORED FOR EXPEDIENCY. AS A RESULT OF RESTRUCTURING, CHILDREN AND TEACHERS IN OUR ELEMENTARY SCHOOLS ARE BARELY RECEIVING MINIMUM LIBRARY SERVICE. WITH THE TERMINATION OF 22 LIBRARY MEDIA SPECIALISTS THE PRESENT SKELETON STAFF, OF NECESSITY, HAS HAD TO COVER MORE SCHOOLS. THIS "PART TIME" ITINERANT SERVICE RESULTED IN THE DIMINUTION OF SERVICE TO CHILDREN AND TEACHERS BECAUSE OF THE VERY FEW DAYS THE LIBRARY MEDIA SPECIALIST IS IN THE SCHOOL - "LESS IS NOT BETTER!"

THE ANNUAL REPORTS OF THE LIBRARY MEDIA SPECIALISTS ARE SUMMARIZED SEPARATELY AND CONFIRM THE PROFOUND EDUCATIONAL LOSS WHEN CHILDREN AND TEACHERS DO NOT HAVE A LIBRARY RESOURCE CENTER AVAILABLE ON A DAILY BASIS. REINFORCEMENT OF LIBRARY AND STUDY SKILLS ARE INEFFECTIVE UNLESS CLOSELY CORRELATED WITH CLASSROOM ACTIVITIES. THE BUREAU OF LIBRARIES, LONG AWARE OF THIS BASIC NEED, UPDATED AND DISTRIBUTED THE MANUAL: LIBRARY STUDY SKILLS HANDBOOK FOR TEACHERS AND LIBRARIANS.

IT IS USED AS A GUIDE TO SUPPORT THE REMEDIATION NEEDS OF NEWARK CHILDREN AS REPORTED IN THE 1977 AND 1978 NEW JERSEY EDUCATIONAL ASSESSMENT PROGRAM REPORT NEWARK DISTRICT LEVEL RESULTS. SKILLS REINFORCEMENT MUST BE CONTINUOUS AND INTEGRATED WITH CLASSROOM ACTIVITIES. SEE APPENDIX FOR

WHAT A CHILD LEARNS IN A NEWARK SCHOOL LIBRARY MEDIA CENTER

IF WE WANT OUR NEWARK CHILDREN TO "MAKE IT" - FOR THEMSELVES AND FOR OUR SOCIETY, WE CANNOT CONTINUE TO SHORTCHANGE THEM IN THE BASIC SERVICES THAT REINFORCE AND SUPPORT THE BASICS...AMONG THE 5 GOALS OF THE READING PROGRAM ARE:

4. TO BUILD A DESIRE FOR AND ENCOURAGE THE
PURSUIT OF READING FOR PLEASURE
5. TO PROVIDE FOR THE INCLUSION OF RECREATIONAL
TYPE READING ACTIVITIES AS AN INTEGRATED
PART OF THE READING PROGRAM

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

1980 CONCERNS

AUDIOVISUAL

THE REGULAR WEEKLY AUDIOVISUAL DELIVERY SERVICE TO THE SCHOOLS IS A "SOMETIME THING." GAS AND STAFF PROBLEMS DO LIMIT SERVICE, BUT THIS SHOULD HAPPEN ONLY ON VERY RARE OCCASIONS, NOT FOR MONTHS ON END...

THE TECHNICIANS AT THE AUDIOVISUAL CENTER HAVE BEEN REPAIRING A GREAT DEAL OF EQUIPMENT FOR THE SCHOOLS. WITH THE RETIREMENTS OF TWO EXCELLENT ELECTRONIC EQUIPMENT REPAIRMEN WHO HAVE NOT BEEN REPLACED, MR. HINCH AND BEN TORRE, THE AUDIOVISUAL TECHNICIANS HAVE EVEN MORE REPAIR ORDERS TO COMPLETE. THEIR REGULAR ASSIGNED DUTIES SUFFER OR THE EQUIPMENT HAS TO SIT AND WAIT TO BE WORKED ON...AND THE SCHOOLS INEVITABLY BLAME CENTRAL OFFICE FOR DELAYS.

EDUCATIONAL RADIO AND TELEVISION

WBGO - NPR INC. 88.3 FM, WAS MOVED FROM CENTRAL HIGH. THE PRINTED SCRIPTS, TAPES OF PROGRAMS, ETC. PRODUCED BY BOARD OF EDUCATION'S PROFESSIONAL STAFF FOR WBGO WERE LEFT IN DISARRAY. THEY MUST BE MOVED TO OUR AUDIOVISUAL CENTER. THE WBGO FACILITY AT CENTRAL HIGH WAS MERCILESSLY STRIPPED OF ALL ITS BROADCASTING EQUIPMENT AND APPOINTMENTS.

GRAVE CONCERN FOR THE DIRECTION OF WBGO - NPR INC. THEY ARE FEATURING PURE JAZZ! ONE OF THE STIPULATIONS OF THE TRANSFER OF THE SCHOOL STATION FROM EDUCATION TO COMMUNITY WAS TO MAINTAIN A BASIC SCHEDULE OF EDUCATIONAL PROGRAMS DURING THE SCHOOL DAY. HOW CAN THE NEWARK BOARD OF EDUCATION PERMIT THIS?

PRINTED MATTER BUDGET CUTS

ONLY 250 COPIES OF THE PRICE LIST OF TEXTBOOKS AND EDUCATIONAL SUPPLIES WERE OFFSET AND DISTRIBUTED TO THE SCHOOLS...FORMERLY 750 COPIES WERE PREPARED. THE LARGER SCHOOLS PROTESTED AS THIS DELAYED THE ORDERING PROCESS.

THE DRASTIC CUT IN THE PRINTED MATTER ACCOUNT ALSO AFFECTS THE PLANNED PUBLICATION OF AN AUDIOVISUAL CATALOG LISTING NEW MATERIALS. IT IS PREPARED EACH YEAR FOR DISTRIBUTION TO THE SCHOOLS AND IS NEEDED BY THE TEACHERS TO ORDER CURRICULUM RELATED RESOURCES.

SCHOOL LIBRARY MEDIA CENTERS

DUE TO BUDGETARY PROBLEMS AND RESTRUCTURING, THE ELEMENTARY LIBRARY PROGRAM IS VITALLY AFFECTED. STAFF CUTS SEVERELY CURTAIL LIBRARY SERVICES TO STUDENTS AND TEACHERS AND FURTHER LIMITS THE NUMBER OF DAYS THE ELEMENTARY SCHOOL LIBRARY CENTERS ARE OPEN. VALUABLE RESOURCES AND EQUIPMENT ARE UNDERUTILIZED AND SOME DISAPPEAR WHEN NOT PROPERLY SUPERVISED ON THE DAYS THE LIBRARIAN IS NOT PRESENT.

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

1980 CONCERNS - CONTINUED

SCHOOL LIBRARY MEDIA CENTERS - CONTINUED

DUE TO OVERCROWDING, SEVERAL SCHOOLS DO NOT HAVE SPACE ASSIGNED AS A LIBRARY. WHEN THE LIBRARIAN HAS TO CIRCULATE INTO THE CLASSROOMS THE CHILDREN DO NOT HAVE THE TRUE LIBRARY EXPERIENCE OF INDEPENDENT ACCESS TO A CARD CATALOG, REFERENCE BOOKS AND THE VARIETY OF BOOKS AND MEDIA.

SCHOOL LIBRARY MEDIA SPECIALISTS

AN ACTIVE GROUP, THE SCHOOL LIBRARY MEDIA SPECIALISTS, DEVASTATED AFTER THE LAYOFF OF 22 MEMBERS AND EXHAUSTED WITH EDUCATIONAL "BURN OUT" CAUSED BY COVERING FROM TWO TO FIVE SCHOOLS EACH WEEK, RALLIED FORCES AND FORMED COMMITTEES TO ALERT THE SUPERINTENDENT, HIS ASSISTANTS AND THE BOARD OF EDUCATION OF THE URGENCY FOR THE RESTORATION OF MINIMUM PROFESSIONAL NEW JERSEY STANDARDS TO OUR NEWARK SCHOOL LIBRARY MEDIA CENTERS TO MEET THE MANDATES OF T AND E AND THE REMEDIAL PLAN.

SEVERAL OF OUR MOST OUTSTANDING YOUNG LIBRARY MEDIA SPECIALISTS WHO WERE TERMINATED HAVE RELOCATED TO NEIGHBORING COMMUNITIES - A GRAVE LOSS FOR THE SYSTEM AND ITS FUTURE...FOR BASIC SERVICE, THE REMAINING TERMINEES SHOULD BE REINSTATED.

CIRCULAR 508 REVISED WAS DISTRIBUTED WITH TWO IMPORTANT DELETIONS WHICH LIMIT THE LIBRARY PROGRAM:

5. A MINIMUM OF ONE 50 MINUTE PERIOD EACH DAY IS TO BE RESERVED FOR LIBRARY MANAGEMENT AND CONFERENCES WITH TEACHERS AND PARENTS.
6. THE LIBRARIAN IS NOT TO BE USED TO COVER PREPARATION PERIODS FOR TEACHERS, OR AS A RELIEF TEACHER, AS A SUBSTITUTE.

SOME ELEMENTARY PRINCIPALS SET UP IMPOSSIBLE SCHEDULES FOR THE LIBRARIANS, FOR EXAMPLE 10 CLASSES DAILY, PREVENTING A GOOD PROGRAM WITHIN THE MODIFICATIONS. THIS HAS CAUSED INORDINATE PHYSICAL STRESS, SUBCONSCIOUS ACCIDENTS AND ILLNESS. THEY DID NOT FOLLOW THE RESTRUCTURING GUIDELINES.

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

1980 RECOMMENDATIONS

AUDIOVISUAL CENTER

THE POSITION OF SUPERVISOR OF AUDIOVISUAL EDUCATION MUST BE REESTABLISHED. THE AUDIOVISUAL EDUCATION CENTER IS A LARGE OPERATION TO MANAGE AND REQUIRES ON-SITE SUPERVISION. THE PRESENT STAFF SERVES THE SCHOOLS ADMIRABLY UNDER ADVERSE CONDITIONS, BUT IT FUNCTIONS PRIMARILY AS A DISTRIBUTION AND REPAIR CENTER. EMPHASIS ON ITS EDUCATIONAL COMPONENTS IS NEEDED, THAT IS, PREVIEWING, EVALUATION, PURCHASE AND PRODUCTION, AS WELL AS CURRICULUM RELATED CAREER EDUCATION MINI-COURSES FOR YOUNGSTERS AND INSERVICE COURSES FOR TEACHERS. WE ARE MISSING THE BOAT IN THIS AGE OF EDUCATIONAL TECHNOLOGY. BY STRIPPING THE AV CENTER OF IT'S EDUCATIONAL PURPOSE THE NEWARK DISTRICT REGRESSES.

ASSIGN AN ELECTRICAL REPAIRMAN TO WORK ON AUDIOVISUAL EQUIPMENT, READING MACHINES, RADIOS AND TELEVISION SETS AT THE AUDIOVISUAL CENTER.

ALL NEW AUDIOVISUAL EQUIPMENT BUDGETED AND PURCHASED BY THE SCHOOLS SHOULD BE DELIVERED DIRECTLY TO THE AUDIOVISUAL CENTER FOR PROCESSING, CHECKING FOR IMPERFECTIONS, RECORDING OF THE INVENTORY NUMBER AND MODEL, IDENTIFICATION, ETC., BEFORE THE UNITS ARE SENT TO THE SCHOOLS. THIS WILL ASSURE BETTER CONTROL AND DETER LOSSES...

RESTORE THE REGULAR WEEKLY AUDIOVISUAL TRIP TO THE SCHOOLS AT THE BEGINNING OF THE SCHOOL YEAR.

BROADCAST STUDIOS FOR LARGE HIGH SCHOOLS

THE BASIC STRUCTURE FOR RADIO AND TELEVISION BROADCASTING STUDIOS EXISTS AT CENTRAL AND MALCOLM X SHABAZZ HIGH SCHOOLS. BOTH HIGH SCHOOLS SHOULD DEVELOP MAGNET BROADCASTING STUDIOS FOR THEIR NEIGHBORING SCHOOLS WITH A SIMULATED STUDIO FOR DEMONSTRATION, INSTRUCTION AND PRODUCTION. BROADCASTING IS A RELEVANT CAREER EDUCATION AREA, AFFORDING OUR YOUNG PEOPLE EXPERIENCE IN SCRIPT WRITING, DRAMATIC READINGS, PRODUCTION, TECHNICAL TRAINING, ETC. THE RENOVATED EAST SIDE HIGH SCHOOL SHOULD HAVE THE CAPABILITY FOR BROADCASTING IN ITS PLANS; COMMUNICATIONS IS A TECHNICAL FIELD, IT CAN NOT BE IGNORED!

BUDGET

IN THE PAST, A PER CAPITA FIGURE WAS ASSIGNED TO EACH SCHOOL LIBRARY ACCOUNT: BOOKS (610), PERIODICALS (650), SUPPLIES (615), PETTY CASH (665), AND THE TOTAL AMOUNT WAS CALCULATED AND ASSIGNED TO EACH SCHOOL LIBRARY MEDIA CENTER BY CENTRAL OFFICE. WITH THE BUDGET CRISIS, OUR CURRENT SCHOOL YEAR'S LIBRARY BUDGET FIGURES AS ASSIGNED BY THE PRINCIPALS, HAVE BEEN IN MANY CASES, MOST INEQUITABLE. I URGENTLY RECOMMEND THAT IF A PER CAPITA AMOUNT IS NOT ESTABLISHED (AS REQUIRED IN MANY FEDERAL GUIDELINES), THEN EACH PRINCIPAL SHOULD BE ADVISED TO PLACE ONE NEW LIBRARY BOOK PER PUPIL IN HIS BUDGET IN ORDER TO ASSURE "MAINTENANCE OF EFFORT" AND THE RECEIPT OF TITLE IV B-C FUNDS FOR THE DISTRICT. THIS ALERT REQUIRES VIGILANCE AND IS A PRIORITY.

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

RECOMMENDATIONS - CONTINUED

CAREER EDUCATION

CONTINUE TO ASSIGN NEWARK YOUNGSTERS OUR SCHOOL LIBRARIES, CENTRAL OFFICE AND THE AUDIOVISUAL CENTER THROUGH SPECIAL PROGRAMS SUCH AS SPEDY, WIFY, CETA AND SEPY.

CONTINUE TO DEVELOP CAREER AND VOCATIONAL COLLECTIONS IN OUR SCHOOL LIBRARY MEDIA CENTERS.

DIRECTIONS AND THE REMEDIAL PLAN

IMPLEMENT THE LIBRARY PROGRAM MANDATES AS ACHIEVABLE GOALS AS RECOMMENDED IN DIRECTIONS, THE REMEDIAL PLAN, AND IN T AND E. (SEE APPENDIX)

EDUCATIONAL RADIO AND TELEVISION

CATALOGS FOR 1978-1979 FOR NEW JERSEY PUBLIC TELEVISION AND FOR CHANNEL 13 WERE OBTAINED AND DISTRIBUTED TO THE SCHOOLS. UNFORTUNATELY THERE ARE NOT ENOUGH TELEVISION SETS IN THE SCHOOLS TO RECEIVE THE PROGRAMS. CHANNEL 13 REQUIRES A NOMINAL FEE CURRENTLY PAID FOR WITH TITLE IV B FUNDS. A LIMITED INSTRUCTIONAL TELEVISION PROGRAM SHOULD BE DEVELOPED AND SUPPORTED BY THE NEWARK SCHOOL DISTRICT.

ELEMENTARY LIBRARY MEDIA CENTERS

IN ORDER TO INSURE FULL TIME LIBRARY SERVICE IN ALL ELEMENTARY SCHOOLS WITH OVER 750 STUDENTS, HIRE 23 LIBRARY MEDIA SPECIALISTS TO SUPPORT THE MINIMUM STAFFING NEEDS OF THE ELEMENTARY LIBRARY MEDIA CENTERS.

A LIBRARY MEDIA SPECIALIST SHOULD BE ASSIGNED TO A NEW SCHOOL AT LEAST ONE YEAR IN ADVANCE TO ASSIST IN PLANNING THE LIBRARY - WORKING ON THE BOOK, PERIODICAL, AUDIOVISUAL, SUPPLY, FURNITURE, SHELVING AND EQUIPMENT ORDERS...

DUE TO OVERCROWDING, SEVERAL SCHOOLS DO NOT HAVE SPACE ASSIGNED FOR A LIBRARY. THE CHILDREN DO NOT HAVE THE TRUE LIBRARY EXPERIENCE OF INDEPENDENT ACCESS TO A VARIETY OF BOOKS AND MEDIA WHEN THE LIBRARIAN HAS TO CIRCULATE THROUGH THE CLASSROOMS. WITH DECLINING ENROLLMENTS, EXTRA ROOMS SHOULD BE ASSIGNED TO A LIBRARY MEDIA CENTER IN THESE SCHOOLS.

EXPERIMENTAL PROGRAM

ANY NEW INNOVATIVE FUNDED PROGRAM OR PRIVATE GRANT USING LIBRARY MEDIA RESOURCES AND EQUIPMENT SHOULD ALSO BUDGET FOR A LIBRARY MEDIA SPECIALIST, FULL OR PART TIME TO SELECT, ORDER, PROCESS, CATALOG, AND DISTRIBUTE THE LEARNING RESOURCES PURCHASED FOR THE PROGRAM. (THE LIMITED STAFF AT CENTRAL OFFICE CANNOT ASSIST ALL THE PROGRAMS PROPERLY - FOR EXAMPLE, DRUG EDUCATION, CAREER EDUCATION, SEX EDUCATION, EXCEPTIONAL CHILDREN ETC.)

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

RECOMMENDATIONS - CONTINUED

PRINTED MATTER

REINSTATE THE PRINTED MATTER ACCOUNT (695) IN THE BUDGET, IT IS URGENTLY NEEDED FOR PRODUCING CURRENT AUDIOVISUAL CATALOGS, THE PRICE LIST FOR IN-SCHOOL USE, AND THE VARIOUS FORMS TO EXPEDITE SCHOOL LIBRARY ORDERS.

READ TO A CHILD CERTIFICATES

ILLUSTRATED BY MARGERY BROWN, FORMER NEWARK ART TEACHER AND AUTHOR ILLUSTRATOR, AND WITH THE COOPERATION OF THE ART DEPARTMENT, READ TO A CHILD CERTIFICATES WERE DESIGNED AND SENT TO ALL THE PRINCIPALS. THEY ARE BEING INTRODUCED TO THE PRIMARY TEACHERS FOR USE WITH THEIR CHILDREN'S PARENTS AS WELL AS WITH PRE-SCHOOL PARENTS. THE DIRECTOR SHOWED THEM TO TEACHERS AT THE 2:30 WORKSHOPS AND DISPLAYED THEM AT THE TITLE I SPRING CONFERENCE. THE LIBRARY CERTIFICATES ARE REQUESTED REGULARLY BY OUR SCHOOLS AND INSTILL THE PATTERN OF READING FOR ENJOYMENT IN OUR NEWARK YOUNGSTERS. THIS PROJECT SHOULD BE EXPANDED TO INCLUDE MORE SCHOOLS, PARENT GROUPS AND LOCAL INSTITUTIONS.

SUMMARY SHEET OF DIRECTOR'S RECORDED ACTIVITIES

1978 - 1979

PROFESSIONAL MEETINGS, WORKSHOPS, COMMITTEES, ETC.

ARBITRATION HEARINGS - LABOR RELATIONS	2
BOARD OF EDUCATION COUNSEL ON BUREAU RELATED MATTERS	5
CENTRAL OFFICE STAFF MEETINGS	6
DISTRICT PLANNING COMMITTEE FOR EVALUATING TENURED TEACHING STAFF	5
DISTRICT T & E COMMITTEE	3
DR. FLAGG'S MEETINGS WITH DIRECTORS	7
EAST SIDE HIGH SCHOOL - FACILITY PLANNING	3
BROADCASTING AND T.V. STUDIO PLANNING SESSION	1
GEORGE WASHINGTON CARVER LIBRARY MEDIA CENTER - FACILITY PLANNING AND RESOURCES	15
"INSTITUTE ON LIBRARY MANAGEMENT WITHOUT BIAS" - SIMMONS COLLEGE.MASS.	5
NEWARK SCHOOL LIBRARIANS' ASSOCIATION: ACCOUNTABILITY	1
CONFERENCES	4
NEWARK SCHOOL LIBRARY MEDIA SPECIALISTS. STAFF MEETINGS	5
FALL REORGANIZATION AND BRIEFING	2
WINTER WORKSHOPS ON BOOK SELECTION	2
SPRING MEETINGS AT EIC NORTHEAST	1
STORYTELLING PRESENTATION	1
TEXTBOOK COUNCIL	5
TEXTBOOK PRICE LIST LOG	1
TITLE IV B-C BRIEFING. GRANT REVIEW, ORDERING	4
ORIENTATION, WESTFIELD	1
2:30 TO 3:15 P. M. WORKSHOP PERIOD PLANNING SESSION	1
WBGO. SURVEY OF REMAINDERS AT CENTRAL HIGH	1
WORKSHOPS PRESENTED TO TEACHERS AT SCHOOLS ON BUREAU OF LIBRARIES AND AV EDUCATION SERVICES	3

RELATED ACTIVITIES

AWARDS ASSEMBLY - ALEXANDER STREET	1
CURRICULUM NIGHT	1
EDUCATIONAL T.V. CHANNEL 13 PREVIEWS	2
ESSEX COUNTY SCHOOL LIBRARIANS	1
HIGHER EDUCATION CONFERENCE: DIRECTIONS IN LIBRARY EDUCATION. KEAN COLLEGE	1
NEW JERSEY HISTORICAL SOCIETY "IMPACT - WOMEN"	1
NEWARK ASSOCIATION DIRECTORS AND SUPERVISORS	1
SCHOOL AND PUBLIC LIBRARY COOPERATION, NEWARK PUBLIC LIBRARY'S SUPERVISORY STAFF	5
UNA, USA - EXECUTIVE BOARD	1
U.N.C.F. - PRUDENTIAL	1
UNITED WAY - PRUDENTIAL	1

SCHOOL VISITS

OBSERVATION OF LIBRARIANS, FACILITY, PROGRAM OR CONFERENCE	49
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SCHOOL LIBRARY MEDIA CENTERS

COMPOSITE ANNUAL REPORT

1978 - 1979

SUMMARY

THE DISTRICT'S RESTRUCTURING PROCEDURES THAT RESULTED IN THE RECISSION OF MANY SCHOOL LIBRARY MEDIA SPECIALISTS AND THE REASSIGNMENT OF OTHERS CAUSED WIDE-SPREAD DISRUPTION OF THE LIBRARY MEDIA INSTRUCTIONAL PROGRAMS. THE VALIDITY AND CREDIBILITY OF THE PURPOSE OF LIBRARY STUDIES WERE MADE TO SUFFER. STUDENT AND TEACHER MORALE DIPPED TO A NEGATIVE LOW.

EFFORTS TO IMPLEMENT "T & E" LIBRARY MEDIA GOALS WERE CURTAILED. INTER-DISCIPLINARY COOPERATION DECREASED, AND ON THE ELEMENTARY LEVEL, LIBRARY SERVICE DROPPED BY 40% IN MOST CASES AND AS MUCH AS 100% IN MANY OTHERS.

THIS DEGREE OF LOST SERVICE TOOK PLACE IN SCHOOLS WITH BILINGUAL PROGRAMS, "T & E" SKILLS PROGRAMS, RIF PROGRAMS AND OTHER PROGRAMS TO UPGRADE THE QUALITY OF EDUCATION AND OF LEARNING IN THE DISTRICT. HOWEVER, EDUCATORS ARE AN INTREPID BREED, AND LIBRARY MEDIA SPECIALISTS ARE ACUTELY AWARE OF THE REAL NEED FOR SERVICE IN THEIR AREA. SO THEY GOT ON WITH THE JOB AND HAVE TO REPORT A VERY WORTHWHILE LIST OF ACTIVITIES AND RECOMMENDATIONS.

INDIVIDUAL SCHOOL'S ANNUAL REPORTS ARE AVAILABLE ON REQUEST.

HIGHLIGHTS

AUDIOVISUAL

THE JERSEYMEN, A MEDIA CENTER STUDENT CLUB AT BARRINGER HIGH SCHOOL ANNEX, MADE A SLIDE-CASSETTE PRESENTATION ON THE NEWARK PUBLIC LIBRARY WHICH CAN BE SHOWN TO AND USED BY STUDENTS, PARENTS AND TEACHERS. OTHER GROUPS OF STUDENTS AT THE SCHOOL TAPED POETRY READINGS SET TO MUSIC.

A TRANSPARENCY SET ON THE MAKING OF A TERM PAPER WAS DESIGNED BY THE NEWARK EVENING HIGH SCHOOL LIBRARIAN WHICH CAN BE SHARED WITH OTHER STUDENTS IN OTHER SCHOOLS.

RIDGE STREET STUDENTS AND TEACHERS WERE GIVEN A SLIDE LECTURE OF CHINA BY THE LIBRARIAN WHO RECENTLY PARTICIPATED IN AN EDUCATIONAL TOUR OF THAT COUNTRY.

AT VAILSBURG THE ENGLISH DEPARTMENT PRESENTED A 3 DAY SHOWING OF THE FILM. "BLESS THE BEASTS AND CHILDREN".

A VIDEO TAPED COURTROOM DRAMA BY A BUSINESS LAW CLASS WAS DONE IN THE LIBRARY.

MR. RICHARD ELLIS FROM THE AV CENTER CONDUCTED WORKSHOPS ON THE USES, HANDLING AND CARE OF THE VARIOUS PIECES OF AV EQUIPMENT. HE ALSO SPENT SOME TIME MAKING ON THE SPOT REPAIRS OF AV EQUIPMENT.

THE WEBSTER JUNIOR HIGH SCHOOL LIBRARIAN CONDUCTED AUDIOVISUAL WORKSHOPS WHICH TAUGHT STUDENTS TO USE AND CARE FOR THE EQUIPMENT. EACH STUDENT WAS THOROUGHLY TESTED AND THEN TAUGHT ANOTHER STUDENT. THUS A CORPS OF STUDENT AV ASSISTANTS WAS SET UP TO HELP TEACHERS IN THEIR RESPECTIVE CLASSROOMS.

BOOK FAIRS

ANN STREET AND MCKINLEY WERE AMONG SEVERAL SCHOOLS THAT SPONSORED BOOK FAIRS. THEY WERE OPEN TO PARENTS AS WELL AS TEACHERS. THE FUNDS RAISED WILL BE APPLIED TO SCHOOL AND MEDIA CENTER ACTIVITIES.

CAREER AND VOCATIONAL EDUCATION

CAREER DAY AT MILLER STREET BROUGHT PEOPLE FROM BUSINESS AND INDUSTRY TO THE MEDIA CENTER TO GIVE STUDENTS FIRST HAND INFORMATION ON THE WORK-WORLD. AT WEST KINNEY JUNIOR HIGH, THE GUIDANCE DEPARTMENT SUPPLIED THE MEDIA CENTER WITH A COLLECTION OF CAREER DEVELOPMENT MATERIALS FOR STUDENT USE.

CERTIFICATES, PRIZES, AWARDS

SECOND AND THIRD GRADE CLASSES AT BOYLAN STREET TOOK PART IN A POETRY CONTEST WHEREBY THE CHILDREN SELECTED, READ AND RECITED POEMS OF THEIR OWN CHOOSING.

"THANKS TO A TREE", AN ARBOR DAY ACTIVITY AT ROBERTO CLEMENTE HAD THE STUDENTS READ, WRITE, MAKE DRAWINGS AND PRESENT DRAMMATIZATIONS ABOUT TREES.

THE "READING JAMBOREE" AT THE MONTGOMERY PRE-VOCATIONAL MEDIA CENTER WAS THE ROUND-UP OF A STUDENT ACTIVITY BEGUN EARLIER IN THE YEAR IN WHICH PARTICIPATING STUDENTS REPORTED MONTHLY ON SELF-SELECTED BOOKS. TWENTY-TWO STUDENTS REACHED A FINALIST POSITION, DOING WRITTEN AND ORAL REPORTS ON THEIR YEAR'S READINGS.

BARRINGER HIGH AND MT. VERNON ALSO HAD "LITERARY CLUBS" FOR STUDENTS WHO COMPLETED A SELF-DESIGNED READING PROGRAM.

LIBRARY AND STUDY SKILLS

LIBRARY-STUDY SKILLS, PRE-TESTING AND POST-TESTING WAS CARRIED ON IN MOST SCHOOLS FROM THE INTERMEDIATE LEVEL THROUGH THE SENIOR HIGH GRADES.

ALEXANDER STREET MEDIA CENTER STUDENTS WERE TREATED TO A DEMONSTRATION LESSON BY A KEAN COLLEGE STUDENT-TEACHER: AT ELLIOTT STREET, THE LIBRARIAN AND TEACHERS IN FOUR GRADES TOOK STUDENTS TO THE PUBLIC LIBRARY'S NORTH END BRANCH FOR FOUR HOURS EACH THURSDAY TO RECEIVE AN IN DEPTH EXPOSURE TO MATERIALS AND INSTRUCTION BY THE SCHOOL'S LIBRARY MEDIA SPECIALIST.

THE VICTORIA PLAN CLASSES AT WEST KINNEY WERE GIVEN A SPECIALLY DESIGNED PRE-TEST.

STORY-TELLING

A STANDARD BELOVED ENRICHMENT ACTIVITY, STORY-TELLING TO PRIMARY AND INTER-MEDIATE LEVEL CHILDREN WAS DONE IN MOST SCHOOLS WHERE THE LIBRARIAN'S SCHEDULE ALLOWED THE TIME. UPPER GRADE STUDENTS READ AND TOLD STORIES TO YOUNGER CHILDREN AT ALEXANDER, ANN STREET, BROADWAY JUNIOR HIGH, ELLIOTT STREET AND MANY OTHERS.

MISCELLANEOUS

LAFAYETTE STREET MEDIA CENTER RECEIVED THE ANTONIO RODRIQUES COLLECTION ON ENGINEERING SCIENCE COMMEMORATING THE EIGHTH GRADE STUDENT WHO MET A FATAL ACCIDENT IN SPAIN.

ANDREW YOUNG'S MOTHER VISITED THE THIRTEENTH AVENUE MEDIA CENTER AND MET THE CHILDREN THERE. LAST SUMMER THE BARRINGER HIGH SCHOOL ANNEX LIBRARIAN RECEIVED A HEW GRANT TO SPEND 6 WEEKS AT THE HEBREW UNIVERSITY IN JERUSALEM; SHE SHARED HER EXPERIENCES AND RESOURCES AT PROFESSIONAL MEETINGS.

BLACK HISTORY, PUERTO RICAN DISCOVERY, NATIONAL LIBRARY WEEK, HEALTH AND SCIENCE

FAIRS WERE ALSO AMONG THE MANY EVENTS CELEBRATED IN SCHOOL MEDIA CENTERS. AT VAILSBURG HIGH SCHOOL, MISS VICTORIA JAKUBIAK OFFERED A MACRAME AND NEEDLEPOINT MINI-COURSE OPEN TO STUDENTS AND TEACHERS. PRINT AND AV MATERIALS WERE PULLED FROM MANY SOURCES AND THE FINISHED WORKS WERE DISPLAYED IN THE MEDIA CENTER AND OTHER SCHOOL AREAS.

RECOMMENDATIONS FROM LIBRARY MEDIA SPECIALISTS IN THE SCHOOLS

1. ADMINISTRATORS AND TEACHERS TO BE REMINDED AGAIN OF THE SPECIALITIES OF THE LIBRARY MEDIA SPECIALIST
2. FULL TIME LIBRARY MEDIA SPECIALIST SERVICE IN ALL K-8 SCHOOLS.
3. ELIMINATE SERVICE TO SCHOOLS WITH "CLOSET" LIBRARY COLLECTIONS, THUS AFFORDING MORE LIBRARY DAYS TO THOSE SCHOOLS WITH ACTUAL LIBRARY MEDIA CENTERS.
4. IN-SERVICE COURSE OR WORKSHOPS IN THE USE OF AV EQUIPMENT
5. MUTUALLY BENEFICIAL WORKSHOP ACTIVITIES FOR LIBRARIANS AT THE CENTRAL OFFICE OR THE AUDIOVISUAL CENTER PREVIEWING AND EVALUATING PRINT AND MULTIMEDIA RESOURCES BEFORE PURCHASE, SHARING MATERIALS AND PROGRAM IDEAS, ETC.

LIBRARY CIRCULATION

September, 1978 -- June, 1979

<u>School</u>	<u>School Circulation</u>	<u>Public Library Circulation</u>	<u>Audiovisual Circulation</u>	<u>Total</u>
Arts High	5,439	35	345	5,819
N.S.F.I.A.	41	--	---	41
Barringer High	4,494	49	397	4,940
Central High	3,192	151	45	3,388
East Side High	10,582	2,560	2,753	15,895
Malcolm X. Shabazz	1,953	2	139	2,094
University High	10	-	1	11
Newark Evening	679	34	90	803
Science High	382	--	134	516
Vailsburg High	3,371	197	446	4,014
Weequahic High	62,171	1,430	30,959	94,560
West Side High	1,801	62	2,581	4,444
Broadway Jr. High	9,324	800	1,195	11,319
Barringer Annex	2,142	1,239	45	3,426
Webster Jr. High	5,913	1,089	--	7,002
West Kinney Jr. H.	4,509	106	976	5,591
	183,609	42,327	70,137	296,073
Abington	4,612	1,988	211	6,811
Alexander	8,546	770	150	9,466
Alyea	160	--	12	172
Ann Street	5,389	1,894	176	7,459
Arlington	1,844	85	55	1,984
Avon	5,302	2,061	172	7,535
Belmont-Runyon	4,322	52	89	4,463
Bergen Street	3,955	--	71	4,026
Boylan Street	1,718	3,172	241	5,131
Bragaw Avenue	39,529	14,934	663	55,126
Bragaw Annex	1,394	351	---	1,745
Branch Brook	1,319	745	245	2,309
Broadway Elem.	8,095	--	1,204	9,299
Bruce Street	1,235	831	213	2,279
Burnet Street	8,981	1,830	152	10,963
Camden Street	9,998	1,178	7,510	18,686
Camden Middle	4,226	174	567	4,967
Chancellor Avenue	14,463	7,166	100	21,729
Chancellor Annex	2,220	2,250	455	4,925
Chestnut Street	300	43	57	400
Cleveland	2,320	381	111	2,812
Clinton Elem.	1,717	1,754	51	3,522
Dayton Street	3,288	4,770	75	8,133
Eighteenth Ave.	2,311	1,196	360	3,867
Elliott	6,974	873	281	8,128
Fifteenth Ave.	6,511	663	198	7,372
First Ave.	---	---	---	---
Fourteenth Ave.	9,048	1,439	297	10,784
Franklin Ave.	1,894	80	11	1,985
William Horton	1,107	217	---	1,324
Hawkins Street	8,319	3,468	61	11,848
Hawkins Annex	3,356	1,011	10	4,377

Hawthorne Avenue	27,654	5,918	4,610	38,182
Hawthorne Annex	1,844	3,163	2,179	7,186
John F. Kennedy	1,001	---	207	1,208
Lafayette Street	13,157	650	1,163	14,970
Lincoln	265	83	---	348
Louise A. Spencer	7,643	5,400	682	13,725
Madison	4,500	1,395	75	5,970
Maple Avenue	7,066	2,246	479	9,791
Maple Annex	4,182	5,076	433	9,691
Maple-Lyons Annex	286	682	54	1,022
Marcus Garvey	1,679	543	290	2,512
Martin Luther King	7,875	1,960	85	9,920
McKinley	2,140	367	190	2,697
Miller Street	6,621	2,309	119	9,049
Montgomery Street	1,194	1,041	149	2,384
Morton Street	138	45	--	183
Mount Vernon	9,058	7,805	4,184	21,047
Newton Street	10,918	1,400	281	12,599
Oliver Street	7,167	4,832	191	12,190
Peshine Avenue	16,714	3,926	525	21,165
Quitman Street	4,973	2,433	100	7,506
Quitman Annex	901	664	117	1,682
Ridge Street	12,850	4,974	2,384	20,208
Roberto Clemente	20,927	1,830	1,514	24,271
Roberto Clemente Annex#1	532	95	---	627
Roberto Clemente #2	1,304	689	---	1,993
Roseville Avenue	5,310	---	280	5,590
South Street	5,287	1,906	50	7,243
So 17th Street	2,025	257	23	2,305
Speedway Avenue	---	---	---	---
Springfield Ave.	2,874	3,074	1,828	7,776
Sussex Avenue	676	87	120	883
Sussex Avenue Annex	1,273	843	---	2,116
Thirteenth Avenue	4,412	---	396	4,808
Warren Street	573	131	26	727
Wilson Avenue	3,303	949	1,365	5,617

GRAND TOTAL	-----SCHOOL CIRCULATION	556,384
	PUBLIC LIBRARY CIRCULATION	164,476
	AUDIOVISUAL CIRCULATION	108,034
	TOTAL	<u>828,894</u>

BOARD OF EDUCATION	887	887
		<u>829,781</u>
	GRAND TOTAL	

Board of Education Library	
Reference Questions	995
Read, See and Hear	7
Meetings	97

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION

SCHOOL LIBRARY MEDIA CENTER

ANNUAL REPORT

1978-1979

1. Highlights of the year: At the beginning of the Fall, flyers about the Board Library services were placed throughout the building and in the schools. It did seem to stimulate service, because from September to the end of May 1273 books were circulated and 1153 reference questions were answered. Many people who saw the flyer remarked that they hadn't known about the library or its service.
2. A. How did restructuring affect you?
Since 22 librarians were laid off, I was sent out to 14th Ave. School one day a week, this caused a back log in my work here at the Board Library and many who came for reference on Tuesday felt that they had to wait until Wednesday to have their questions answered.
B. Your program?
Although there were no special programs in the library, there were many meetings sometimes as many as 3 a day, giving a estimated total of 97.
3. Committees on which you have served - library, school, community, etc.
On May 23rd I was invited by Mrs. Kupperman's 1st grade class at Madison Street school to attend their assembly program based on my book, I Glad I'm Me. It was a very cute program.
4. Recommendations for 1979 - 1980
Since the Board Library now has a budget there is more work to be done then there was 2 years ago (when we were removed from the budget), and being away 1 day a week leaves the work undone and the teachers and administrators without service. I would therefore like to be brought back, as full time or have someone "take up the slack while I'm out in a school."
5. Samples of successful library activities and/or lessons attached.
School Library Notes written: 8
Read, See and Hear written: 8

SCHOOL Board of Education Library SIGNATURE Elberta H. Stone

SCHOOL LIBRARY SERVICES

Annual Report
Acquisitions 1978 - 1979

Due to the restructuring, in addition to my duties as Acquisitions Librarian for the District, I now service Clinton Avenue School one day a week, (Monday) plus occasional assistance to schools without any regular library service at all; i.e., South 17th Street, Ironbound, Alyea, and Chestnut- such services as preparing book orders, delivery receipts, etc. This, in effect, reduces my time at the School Library Services to three days because I spend Tuesday answering calls and questions I was unable to handle on Monday. In addition, the librarian who formerly assisted me two days a week at central office became ill and was never replaced due to the restructuring. With all this it may prove interesting to note these statistics:

LIBRARY ORDERS IMPLEMENTED

Program	Totals
01-00	561
01-05	20
01-09	3
01-16	91
01-39	34
42-00	272

Library periodical listings were prepared, sent to schools, reviewed, addition checked, and are now ready for the Purchasing Department for final implementation for every school budgeted. (I serve on the Textbook Periodical Evaluation Committee.) Instructions for the preparation of all library book, supply, periodical and Title IV B orders were prepared and forwarded to every school. I meet regularly with publishers in order to obtain the best quality service and cost for our Newark school library media centers.

I do so much preparation at home that one principal insisted that I estimate the hours devoted to my "homework"; since November this would be approximately 200 hours - more than 33 school days. However, even with all this "homework" I am far behind and this circumstance has become a source of great stress to me.

In previous years, a librarian was always assigned to help prepare the book order for a new school. Because of the crunch in personnel I have been doing this also for the new George Washington Carver facility sandwiched between everything else at 2 Cedar Street and full time at home...

I would like to end on a note of hope but I am too discouraged. I cannot see what advantage will accrue to the Board of Education to have a faithful employee reach such depths of frustration.

Respectfully submitted,

Lillian Skolnik

Lillian Skolnik
Acquisitions Librarian

LS:rs

SCHOOL LIBRARY SERVICES

ANNUAL REPORT, June 1979

Marilyn B. Harris

Summary:

1. Worked on Federal and State funded programs.
2. Assisted, advised, coordinated some school media activities and programs.
3. Previewed, evaluated, selected and catalogued AV materials for the Audiovisual Center collection.
4. Selected films for the Title IV B order at the Audiovisual Education Center.
5. Began revision of 16mm film catalogue at the Audiovisual Education Center.
6. Attended meetings, conferences, workshops related to Bureau procedures and programs.

Description:

1. Federal funds: Prepared and wrote initial outline requesting a Title IV B grant award.
ESEATIVC: * Wrote the Bureau proposal for ESEATIVC grant award to establish an instructional television production center. This was done with the help and cooperation of Channel 13 educational advisors, St. Vincent's Academy staff and Kids' Corporation School staff. The proposal was denied.
District loaned non-public textbook program:
Prepared district guidelines and memoranda for 114 participating non-public schools. To date approximately 9733 pupil requests for textbooks have been processed and sent to the Purchasing Division.
Each pupil request was examined for name, residency and signature. Each textbook request was verified to meet district and state mandates. Many queries from schools relating to either textbook selection or basic State laws for the program were answered. In some cases State offices were contacted to clarify a school's problem.
2. School Media Programs:
Maintained the Examination Book Collection for instructional and administrative staff to evaluate or select. Prepared subject bibliographies for Brotherhood Week, Children's Book Week and International Year of the Child which were published in Read, See and Hear.
Consulted with Bilingual Education, Health Education, Physical Education, Health and Special Education administrative and supervisory personnel on the suitability of new materials in their respective areas.
Weeded examination books on a regular basis and arranged superseded titles for distribution to school media centers.
Consulted publisher's or distributor's representatives on selection, availability and suitability of print and non-print materials for school media use.
3. Audiovisual materials:
Initiated a preview and evaluation process for films which were sent to schools for viewing by teachers and students. Maintained new evaluation files for possible future purchases.
An estimated 100 films were previewed in schools or at Board offices until the recission and revision procedures became effective in March.

Arranged film evaluation sessions at Board offices for supervisory staff to preview and evaluate new titles/ⁱⁿ several different areas such as drug education, health/safety, sex education, personal guidance and special education.

Coordinated instructional television programs for school use. PBS Channel 13 and Channel 50 educational advisors, as well as NBC and CBS ITV programmers were interviewed or consulted on possible use of their instructional television programs. Coordinated the Channel 13 Educational Television Service in two schools, Madison and Science High. For such programs a supply of blank video tapes is essential! Limited use was made of this service because there were no tapes or money to buy them.

4. Title IV-B films:

Selected and prepared an order for over \$14,000 worth of 16mm films which added approximately 125 new and replacement titles to the film collection not counting the 50 "bonus" titles from Encyclopedia Britannica. Although such an offer as Encyclopedia Britannica made this year adds prints to the collection, little is done to extend or develop the scope and quality of the collection. The selector is tied to a company which may not have new quality productions in the needed instructional areas.

Mrs. Jessie Feacher, Mrs. Michellie Smith and others at the Audiovisual Center were extremely helpful and with their cooperation made it possible to compile the 1978 and the 1979 orders.

Revised Science Screen News and Science News Digest films in the Audiovisual collection so that the titles can appear in the card and print catalogs by title and by subject.

Revision of the 16mm catalog is in progress.

5. Meetings, Workshops etc: EIC Northeast; Titles IV B & C; Curriculum Coordinating Committees (2); PBS instructional television service; Newark School Librarians.

Recommendations:

1. More lead time to prepare proposals for State and Federal programs
2. Bureau staff be briefed and kept up to date on functions and duties of each staff member at Bureau level so that all can give knowledgeable assistance to Board and school users.
3. At least 2 staff members "proof" printed materials before final printing and distribution.
4. Examination books be sent to schools on a regular basis for evaluation and pre-view comments.
5. Establish an AV materials evaluation committee which is essential to prevent blind or uneven purchases of very expensive films.
6. Work toward a video tape collection where by, with the necessary equipment, trained school people can build tape collections for instructional use.

*ESEA Title IV C

BOARD OF EDUCATION
BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
2 CEDAR STREET
NEWARK, NEW JERSEY 07102

RHODA S. APPEL
DIRECTOR

Alonzo Kittrels
SUPERINTENDENT OF SCHOOLS

MEMORANDUM

TO: Rhoda S. Appel, Director
FROM: Gerard M. Simons, Acting *7/6/79*
DATE: May 17, 1979
RE: Activities Evaluation - 1978 - 1979

The Audiovisual Department, utilizing a staff of technical and school services personnel were able to provide general assistance, maintenance service and requested materials to all schools, administrative departments, parochial divisions under Title I Federal programs and community agencies in the city of Newark.

The staff, using their own vehicles, tools and technical initiative were able to make 365 school visits, throughout the year as part of our regular service schedule.

Staff maintenance was also a prime responsibility of Audiovisual personnel and new equipment, service pick-ups and on site repairs were conducted daily to insure school continuity with audio visual hardware.

Staff deliveries, interrupted by personnel layoffs and cutbacks in the early part of the year, were reinstated by late April and a driver was assigned to resume delivery programs for film orders, filmstrips, cassettes and records to all Newark schools. Truck services averaged 20 schools daily and truck routes were designed to handle a five district program for Monday to Friday deliveries.

In the areas of video product and services the staff was able to train teachers and maintain video equipment in thirteen schools, three institutions and several administrative departments. During this fiscal year the department was also able to acquire six (6) new Panasonic Video Porta-Pak systems which were assigned to immediate school utilization in high schools and selected area media centers.

Repairs, instructional seminars, production consultations and equipment advisories were provided for all personnel operating video equipment and dealing with the production and direction of video programs.

Staff members were also assigned to serve with adjunct programs at WNET, Jersey-vision, Channel 47 and video training at selected colleges and independent productions. The staff also provided planning services for the advent of WBGO public radio programming.

Staff members also were responsible for the distribution of 800 Public Radio and Educational Television Manuals, provided by their respective agencies, from the newly instituted video and radio forum at the Military Park Hotel and the Park Place location of WBGO.

The staff also provided over 3,000 publications, order catalogs, film brochures, equipment manuals, school television and radio schedules and research information on equipment selection to all schools and requesting departments.

In the area of equipment and general service the department has purchased or aided in the purchase of over \$7,000 in new equipment for the Newark schools and Title IV programs. All this equipment has been inventoried, assigned and distributed as required while service programs, repairs and general parts inventories have been instituted.

The staff has repaired and serviced over three hundred pieces of equipment during the 1978 - 1979 school year with an estimated savings to the Board of Education and the Audiovisual Department of \$15,000 in labor and parts.

The staff has conducted numerous in-service programs throughout the school year and is busy setting up a schedule for September and October 1979 to instruct new faculty members and general employees as requests for training and equipment are received.

The staff has also provided special photographic assistance on numerous occasions while using the personal equipment of a member of the technical services division of the Audiovisual Center. Other photographic equipment assigned to the Audiovisual Department has been on loan to the Board of Education staff for the past two years.

For the concluding fiscal year the staff has provided, in an estimated total of 11,383 films for distribution, 537 filmstrips for distribution, 189 records for distribution and 239 special audio materials for in-school requirements.

The staff has also held 41 professional conferences during the school year while also attending to responsibilities for special education needs, general administrative requests, continuing community service requirements and general parochial school service needs under state and federal guidelines.

The staff, consisting of Ms. Micchellie Smith; who handles software and secretarial responsibilities for special education needs; Mrs. Jessie Teacher, who coordinated new film orders, film requests from schools and agencies and maintained the Bureau's film library. Mr. Ken Hovmiller who supervised the hardware division and maintained all inventories, supply and service orders; Mr. Chester Ward and Mr. Wilbur Taylor, both assisted in division services while operating film service equipment and handling school requests for materials; Mr. Richard Ellis, who headed maintenance, equipment repairs, in-school services and photographic assistance and Mr. Frank Petrosino who handles the responsibility of building maintenance while assisting all staff needs, comprised what I deem an excellent and productive staff.

I can only recommend that in the future the staff be continued as it is presently constituted.

An additional staff person, to assist in film orders and clerical assignments, in replacement of retired personnel would be a welcome addition.

The assistance provided by Mrs. Marilyn Harris, Mrs. Lillian Skolnik and Mrs. Veronica Scheik have been paramount in what I consider a successful operational year.

AS IN THE PAST, THE TEXTBOOK STAFF COORDINATED TEXT AND MULTI-MEDIA MATERIALS FOR PRESENTATION TO THE TEXTBOOK EVALUATION COMMITTEES, THE TEXTBOOK COUNCIL AND THE BOARD OF EDUCATION; PREPARED DATA FOR THE PUBLICATION OF THE 1979-1980 PRICE LIST OF TEXTBOOKS, MAPS AND EDUCATIONAL SUPPLIES WHICH INVOLVED CODING AND ABBREVIATING TITLES AND PUBLISHERS' NAMES, REQUESTING AND PROCESSING PRICE QUOTATIONS AND PREPARING THE DATA NECESSARY FOR THE MASTER FILE; PROVIDED ADVISORY SERVICES ON INSTRUCTIONAL MATERIALS TO SCHOOL PERSONNEL AND COMMUNITY PEOPLE TO HELP THEM IN ORDERING TEXTBOOK MATERIALS; UPDATED THE MATERIALS IN THE TEXTBOOK LIBRARY SO IT WOULD CONTAIN MATERIALS IN THE PRESENT PRICE LIST; AND PREPARED AND MAINTAINED INVENTORY REPORTS ON TEXTBOOKS.

ALL PUBLISHERS ARE NOW INCREASINGLY PUBLISHING MULTI-MEDIA MATERIALS SUCH AS TAPES, TRANSPARENCIES, RECORDINGS, LABORATORY KITS, MANIPULATIVE MATERIALS, PICTURES AND OTHER TEACHING AIDS AS WELL AS TEXTBOOKS. MORE HARDWARE WAS NEEDED AS A RESULT. THEY ARE ALSO PUBLISHING MORE MATERIALS ON MINORITIES. THE TEXTBOOK SPECIALIST HAD CONFERENCES WITH PUBLISHERS' REPRESENTATIVES IN AN ATTEMPT TO OBTAIN THE BEST MATERIALS FOR EVALUATION AND POSSIBLE LISTING AND WITH COMMITTEE CHAIRPERSONS IN AN ATTEMPT TO FIND OUT WHAT MATERIALS ARE NEEDED IN THE SCHOOLS. SHE ALSO REQUESTED MANY MATERIALS THAT WERE RECOMMENDED BY SCHOOL PERSONNEL FOR EVALUATION.

NEW MATERIALS ARE CONTINUALLY BEING EVALUATED BY THE TEXTBOOK EVALUATION COMMITTEES. LISTED MATERIALS ARE PERIODICALLY RE-EVALUATED FOR POSSIBLE ELIMINATION FROM THE LIST. EACH YEAR NEW MATERIALS ARE ADDED AS WELL AS REJECTED; AND LISTED MATERIALS ARE ELIMINATED BECAUSE THEY ARE UNSATISFACTORY, OUTDATED, OR HAVE BEEN REPLACED WITH BETTER MATERIALS.

THE TEXTBOOK EVALUATION COMMITTEES HAVE CONTINUED TO EXAMINE MATERIALS TO MAKE SURE THAT THEY REFLECT THE CONTRIBUTIONS MADE BY ALL MINORITY GROUPS TO OUR CULTURE. THEY HAVE CONTINUED TO NOTE IF THE MATERIALS ADEQUATELY REFLECT, IN PICTURES AND TEXT, THE ROLE PLAYED BY WOMEN IN OUR SOCIETY. COMMITTEES ARE COGNIZANT OF THE AFFIRMATIVE ACTION PLAN FOR SCHOOL AND CLASSROOM PRACTICES WHEN MAKING SELECTIONS.

WE ARE STILL REQUESTING PORTUGUESE MATERIALS FOR OUR BILINGUAL AND FOREIGN LANGUAGE COMMITTEES TO EVALUATE. LAST YEAR MANY OF THE TITLES APPROVED BY THE BILINGUAL PORTUGUESE COMMITTEE WERE REJECTED BY THE TEXTBOOK COUNCIL BECAUSE THEIR SUBJECT MATTER WAS INAPPROPRIATE FOR SCHOOL USE.

THE PRICE LIST OF TEXTBOOKS, MAPS AND EDUCATIONAL SUPPLIES WAS APPROXIMATELY ONE MONTH LATE IN GETTING TO THE SCHOOLS, ACCORDING TO OUR TENTATIVE ORDERING SCHEDULE. DATA PROCESSING HAD MADE SEVERAL ERRORS WHICH HAD TO BE CORRECTED. WHEN THE CORRECTED COPY REACHED DUPLICATING THERE WAS ANOTHER DELAY BECAUSE OF INSUFFICIENT PAPER. IT WAS DECIDED BY MR. CAMPBELL TO CUT THE SCHOOL DISTRIBUTION COPIES FROM 499 TO 137 IN ORDER TO SAVE PAPER. OUR USUAL YEARLY REQUEST FOR PRICE LIST COVERS AND PLASTIC BACKS WAS ALSO DENIED BY MR. CAMPBELL.

PAPER COVERS WERE SUBSTITUTED. MANY COMPLAINTS WERE RECEIVED IN THE TEXTBOOK DIVISION BECAUSE OF THE CUT IN THE AMOUNT OF PRICE LISTS RECEIVED IN THE SCHOOLS.

THE TEXTBOOK STAFF AIDED THE PRINCIPAL OF THE NEW GEORGE WASHINGTON CARVER SCHOOL IN HER SELECTION OF MATERIALS. BECAUSE THE PRICE LIST WAS NOT AVAILABLE, WE INFORMED HER OF THE NEW MATERIALS, WHICH MATERIALS WERE BEING USED IN THE SCHOOLS, AND WHAT WAS BEING ELIMINATED FROM THE PRICE LIST. WE ALSO SUPPLIED HER WITH CODE NUMBERS AND PRICES OF THE ITEMS SHE WAS ORDERING.

SOME CHAIRPERSONS TOOK ADVANTAGE OF THEIR OPTION OF DISTRIBUTING COPIES OF MATERIALS TO MEMBERS OF THEIR COMMITTEES BEFORE THEIR MEETING SO THAT THEY MIGHT BE ABLE TO MAKE A MORE THOROUGH EVALUATION.

THE QUANTITY OF TEXTBOOK MATERIALS PUBLISHED HAS INCREASED, AND THERE HAS BEEN AN INCREASED INTEREST IN TEXTBOOK SELECTION BY TEACHERS, PARENTS, COMMUNITY GROUPS AND STUDENTS. THESE FACTORS HAVE RESULTED IN INCREASED DUTIES AND RESPONSIBILITIES FOR THE TEXTBOOK STAFF WHICH CONSISTS OF A TEXTBOOK SPECIALIST, A PRINCIPAL LIBRARY ASSISTANT, AND A CLERK-TYPIST.

IT IS RECOMMENDED THAT THE TEXTBOOK DIVISION BE NOTIFIED OF MATERIALS BEING USED IN THE SCHOOLS ON AN EXPERIMENTAL BASIS. THIS INFORMATION WOULD BE USEFUL TO THE SPECIALIST IN REQUESTING MATERIALS FROM PUBLISHERS.

SCHOOLS SHOULD BE DISCOURAGED FROM ORDERING NEW MATERIALS WHICH HAVE NOT BEEN EVALUATED. THESE ITEMS PRESENT A PROBLEM TO PURCHASING AND DEFEAT THE VERY PURPOSE OF OUR EXISTENCE TO EVALUATE NEW MATERIALS. IF A SCHOOL DISCOVERS SOMETHING THEY CANNOT LIVE WITHOUT, THEY SHOULD BE ENCOURAGED TO NOTIFY THE TEXTBOOK SPECIALIST SO THAT SHE MIGHT REQUEST COPIES FROM THE PUBLISHER FOR EVALUATION.

THE TEXTBOOK DIVISION WOULD LIKE TO COOPERATE MORE CLOSELY WITH CURRICULUM COMMITTEES, BECAUSE TEXTBOOKS MUST MEET THE NEEDS OF THE CURRICULUM. IT IS RECOMMENDED THAT THE SPECIALIST BE KEPT INFORMED OF CHANGES IN THE CURRICULUM AND BE SENT COPIES OF NEW CURRICULUM GUIDES.

IT IS RECOMMENDED THAT A COMPLETE TEXTBOOK INVENTORY PROCEDURE BE REESTABLISHED. AT THE PRESENT TIME ONLY A TOTAL COUNT OF TEXTBOOKS IS REPORTED BY SCHOOLS. INVENTORIES OF SPECIFIC TITLES IN THE INDIVIDUAL SCHOOLS SHOULD BE AVAILABLE IN THE TEXTBOOK DIVISION.

BECAUSE OF THE INCREASE IN THE NUMBER OF PEOPLE WHO USE THE TEXTBOOK LIBRARY, IT IS RECOMMENDED THAT A LARGE TABLE AND TEN CHAIRS BE PURCHASED FOR THE TEXTBOOK DIVISION.

IF THE PRINT-OUT FORM OF THE PRICE LIST IS TO BE CONTINUED, IT IS RECOMMENDED THAT ALL DEPARTMENTS CONCERNED WORK TOGETHER TO MAKE IT AS USABLE AS POSSIBLE FOR SCHOOL PERSONNEL.

STATISTICAL DATA

	<u>1958-1959</u>	<u>1969-1970</u>	<u>1977-1978</u>	<u>1978-1979</u>
No. of Items RECEIVED FOR EVALUATION	1,900	3,040	4,056	3,224

THE TEXTBOOK COUNCIL RECEIVED THE WORK OF THE TEXTBOOK EVALUATION COMMITTEES AND MADE THE FOLLOWING RECOMMENDATIONS FOR THE YEAR 1978-1979:

	<u>RECOMMENDED FOR APPROVAL</u>	<u>RECOMMENDED FOR ELIMINATION</u>	<u>RECOMMENDED FOR REJECTION</u>
PK-8	1,290	443	447
9-12	387	71	358

Margaret Turiello

(MRS.) MARGARET TURIELLO
TEXTBOOK SPECIALIST

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
RADIO AND TELEVISION

SUMMARY OF MONTHLY STATISTICAL REPORTS

September, 1978 - June 1979

Board of Education: Professional Library

Circulation			947
Reference Questions			829
Meetings:			90
Adult Education	1	Newark Teachers' Center	6
Bilingual Education	1	Personnel Dept. Evaluation	
Essay Award	1	Workshop	4
Curriculum	1	Personnel Development	4
Compensatory Education	2	Physical Education	2
Diagnostic Prescriptive		Sex Education	1
Committee	1	Reading Committee	10
Evaluating Tenured Teaching		Science	1
Staff	1	Secondary Education	1
Film Review	1	Secondary Principals	1
Follow Through Committee	2	Sex Education	1
Foreign Languages	2	Sex Education: Curriculum	2
Labor Relations	1	Special Education	7
Mathematics Committee	4	Testing	5
Music Curriculum	1	Orientation	3
National Association Committee	1	T & E Central Committee	2
Newark School Librarians		Thorough & Efficient	
Association Committee Meetings	2	(Comp. Education)	9
Newark School Librarians Staff		UNA USA, Newark Chapter	2
Meetings	5	Video Tape - It's Academic	2

Audiovisual Center Statistics:

School Visitations	475
Staff Deliveries	1,851
Video-In-School (Technical Service)	76
Video Production and Direction	43
Audio Production and Direction	151
Planning Services: Equipment Advisory	75
Publications/Public Information	6,167
General Equipment Service (Maintenance Repairs)	448
Equipment Distribution	479
Audiovisual Training/In-Service Programs	60
Photographic Services	69
Film Distribution	9,625
Filmstrip Distribution	563
Record Distribution	206
Special Audio Materials: Cassettes	186
Conferences: Staff Participation	92
Special Program Assistance	18
1. Federal Programs	69
2. Special Education	88
3. Administrative Departments	53
4. Community Service	75
5. Parochial Schools (Title I)	84

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION

SUMMARY MONTHLY STATISTICAL REPORTS - continued

Textbook Statistics:

Number of items received	3,385
Number of Meetings	
Committee Meetings	35
Attendance	253
Conferences	157
Reference Questions	1,016

School Libraries - Circulation Statistics:

Schools	540,104
Public Library	161,747
Audiovisual	109,409

School Library Services:

Acquisitions	
Newark school library orders implemented	
Program	
01-00	561
01-05	20
01-09	3
01-16	91
01-39	34
42-00	272

Funded programs and Audiovisual Education

Non-public textbook program guidelines and memoranda sent to participating schools	114
Non-public school pupil requests for textbooks screened	9,733
Films previewed in schools and central office	100
Title IV B films added to AV Center	125

BOARD OF EDUCATION
DEPARTMENT OF MUSIC EDUCATION
2 CEDAR STREET
NEWARK, NEW JERSEY 07102

ALONZO KITTRELS
EXECUTIVE SUPERINTENDENT OF SCHOOLS

WILLIAM M. WEISS, DIRECTOR

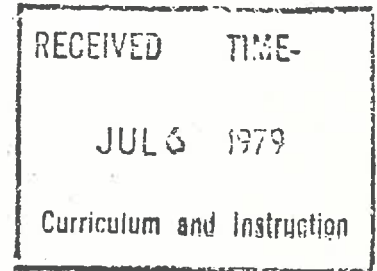
SAMUEL M. PENNETTA, SUPERVISOR

MEMORANDUM TO: Dr. E. Alma Flagg, Director
Curriculum and Instructional Services

FROM: Dr. William M. Weiss, Director W M W
Department of Music Education

DATE: July 6, 1979

RE: Annual Report
1978-1979 School Year



In the preparation of this report, information was culled from the regular monthly reports with some commentary added. Included are some general statements, some specifics, and some philosophical remarks. If more detail is expected, then a perusal of the monthly reports will reveal the sought-after data.

WMW:dch

Att:

SERVICES PROVIDED

1. To the entire district

- a. Recruiting, staffing, transferring teachers
- b. Purchasing of musical instruments - both new and replacement
- c. Servicing all schools - repair of musical instruments, tuning and maintenance of pianos
- d. Planning supervisory visits, scheduling for Supervisor
- e. Involving most of the elementary schools in Second Annual Musical Showcase
- f. Processing new musical instruments for the entire district
- g. Meetings with Richie Lobman and Jack Hadge concerning staffing needs for entire district
- h. A good number of workshops were developed and carried on in elementary schools where principals requested such services. These workshops were presented by the vocal teacher and the cooperation of Mr. Pennetta

SERVICES PROVIDED TO SPECIFIC ADMINISTRATORS

2. Meetings with:

- a. Miss Ellen McCabe re teacher request for transfer - other matters
- b. Dr. E. Alma Flagg concerning programs - the "Plan"
- c. Mr. Samuel M. Pennetta - working on "Plan"
- d. Mrs. Baker, PTA President, Central High School concerning problems of school band
- e. Mr. Raymond Baumrind - many meetings concerning problems - observations of three teachers, etc.
- f. Mr. Hilton Otero - on many occasions concerning many problem areas -

plans for concerts, etc.

- g. Mr. Patrick Restaino - Weequahic High School - overstaffing
- h. Visited all of the high schools - discussions with all administrators - secondary schools - concerning personnel, materials, budgets, etc.
- i. Mr. Eugene C. Campbell - re cut in staffing, budgets
- j. Dr. E. Alma Flagg - numerous conferences on a wide variety of matters
- k. Mr. Morris Lerner - numerous conferences on a wide variety of matters
- l. Mr. Robert Brown - re football band behavior - football games, etc. plus many regular matters - staffing, etc.
- m. Mr. Nathaniel Potts - numerous meetings concerning problems at East Side High School

SERVICES PROVIDED TO SPECIFIC TEACHERS

- a. Through the efforts of Samuel M. Pennetta, Supervisor, assistance was rendered to all of the twenty-two elementary vocal teachers and the vocal specialists in the junior high schools. Several special meetings were held to explain the new "Plan."
- b. Special workshop for elementary school instrumental teachers concerning organization of classes, procedures for repairs of instruments, planning for All-City Concert, Second Annual Musical Showcase.

MATERIALS PRODUCED

- 1. In preparation for the Second Annual Musical Showcase, special arrangements of three pieces were distributed to all of the itinerant instrumental teachers so that 300 elementary school instrumentalists could

participate in one large orchestra.

Ten cassette tapes were distributed to the instrumental teachers.

These were tapes of the music as played by Mt. Vernon Elementary

School. Harris Brody arranged the music and taped the program. The ten teachers used the tapes to help train their own players.

2. Special material in the nature of songs, techniques, etc. were developed by Mr. Pennetta and given to all of the elementary school vocal teachers and distributed to the various elementary school principals who in turn, replicated these materials and used them as the basis for music workshops and for general classroom use.

PROGRAMS, CONCERTS, PARADES

1. Parades

- a. Port Authority - 50th Anniversary - September 30th
October 2nd - Seven high school bands participated -
Arts High School Band performed at the Airport
- b. Black Heritage Day Parade
- c. Vailsburg Community Parade
- d. Columbus Day Parade
- e. Ironbound Community Parade

2. Concerts

- a. Series of 12 concerts - An Historical Development of Jazz In America - William Phipps, Conductor-Narrator
- b. New Jersey Symphony - Arts High School and Louise A. Spencer School -
November 17th - December 7th

3. Attended numerous Christmas - holiday week school concerts - end of year concerts.

4. Teen-Arts Festival Concerts - March 10th - March 17th
5. Concert auditorium of New Jersey Bell - Arts High School luncheon concert
6. Two additional gift concerts - New Jersey Symphony - Camden Middle School
7. Curriculum Night assistance
8. Concert at Museum Week Program
9. "Pagliacci" at Oliver Street School - excellent
10. Outdoor concert - Springfield Avenue Community School
11. Symphony Hall Showcase - four and one-half hour presentation
12. Arts High School Band Concert - Vietnam Day Celebration - Military Park
13. Concert at St. James Church - University High School Recorder Ensemble

PROGRESS WITH "DIRECTIONS" AND THE REMEDIAL PLAN

In the category of progress with "Directions," a new course of study - General Music Experiences - has been completed, reviewed and will be issued for the opening of the 1979-80 school year. A tremendous project and truly outstanding piece of work that should bring great credit to the Curriculum Division and those individuals who contributed to its success.

The "restructured" elementary school vocal program wreaked havoc on the program that had developed carefully and systematically over the years.

The "Remedial Plan" had to be put aside; the salvaging of the remnants of the elementary vocal program required the full attention of the music department.

CONFERENCES

1. Jan Carden - Port Authority - planning 50th Anniversary Celebration and Parade of Port Authority - Seven high school bands participated in parade on Broad Street.
2. EIC Central Region - appeared on a Panel - Gifted and Talented - Dr. Susan Brainerd, Coordinator.
3. Officials of the Mannes College of Music, New York City - re scholarships for string students in the 7th-8th-9th grades.
4. Officials of New Jersey Symphony - re 2 concerts at Arts High School.
5. Kean College - Teacher preparation.
6. Six monthly meetings - New Jersey Music Supervisors Association.
7. Mrs. McLaughlin, official - Montclair - concerning scholarship tickets to Unity Concerts in Montclair.
8. Monthly meetings - Newark Community Center of the Arts - Member of Board of Governors.
9. Meeting with Jackie Rubel, State Coordinator of New Jersey Teen-Arts Festival, concerning \$7,000.00 State Grant.
10. Meeting with Committee - Roseville Coalition Day Parade - two bands participated.
11. Meeting with Elizabeth Davis - Channel 13 concerning Music and Art Programs in the city.
12. Oral conference with Roger Mitchel on the early history of the Newark Boys' Chorus.
13. Meeting with Committee from Montclair concerning free concerts - Unity Series Montclair High School.
14. Meeting with representatives of Frontiers - a service organization - concerning use of school groups for their fund raising activities.
15. Meeting with George Branch - Charles Bell - Board of Education members - planning for Second Annual Showcase.
16. Meeting at Arts High School with representative of Original Sounds - "trying" to sell Rock recordings in school as a fund raising device.

CONFERENCES

17. Meeting with City Hall officials concerning Black Heritage Day - 7 high school bands participated.
18. Meeting with Mr. Biase, Deputy Mayor, concerning Vietnam Week - special event - Military Park.
19. Meeting at Kean College - State Conference on the Humanities.
20. Meeting with officials of New Jersey Symphony concerning a gift of two concerts - Camden Middle School.
21. Meeting with Chamber of Commerce officials with George Branch - Charles Bell concerning next year's Musical Showcase.
22. Meeting with representatives from New Jersey Bell, Prudential, Public Service, Mutual Benefit to plan series of lunch time concerts in the auditoriums of their respective buildings.

PROBLEMS

1. The 1978-1979 school year was an extremely trying and difficult year because from the beginning the restrictions and reductions placed on the number of staff lead to a dislocation that later turned into a near disaster with the "restructuring" of the elementary school vocal program. At the beginning of the school year, repair requisitions were held up leading to a delay of a full instrumental program in many schools. During the year the uncertainty of the financial status of the budget of the Music Department led to the further delays in the tuning and maintenance of close to 300 pianos. There were many meetings with Jack Hadge, former Budget Director, to improve the situation but to little avail. There were constant delays in the processing of personnel request forms in the Budget Division. Again, conferences with Mr. Hadge were frustrating and fruitless. There were additional meetings with Marguerite Policastro Eisenstock concerning delays in the delivery of musical instruments that had presumably been purchased.
2. There were several serious personnel problems; illness, injury, a teacher accused of drug peddling and loss of musical instruments in his school, suspected of using these instruments to somehow relate to the drug problem.
3. Plans for city-wide concerts on the elementary, junior and senior high school levels had to be put in abeyance because of the "lay-offs" - on again, off again, (some teachers received three such lay-off notices) and the resultant loss of morale.
4. Because of the uncertainty of staffing, one high school band suffered

in its marching band and football band activities.

5. There was undue and unnecessary political and Board of Education pressure to influence the program content at the Second Annual Musical Showcase leading to a four and one-half hour program instead of a two and one-half hour show. This was an untenable situation which should not occur again.
6. Because among the original fifty lay-offs there were some eighteen instrumental teachers, restoring these positions and building morale consumed a great deal of energy. Plans formulated for grandiose festivals were laid aside.

A LOOK AHEAD

1. The vocal program in the elementary schools should be restored to the 1977-1978 level where the specialized service reached all elementary teachers on a weekly basis. A penetrating survey of the results of the "after-school workshops" to benefit the classroom teachers simply did not work. Teachers responded poorly to the demonstrations and the materials offered. Very little or no music was carried on in the general classroom and the classroom teacher showed little interest or skill or desire to include musical experiences in the regular daily program. In most cases under the "Plan," a specialist could only visit a K-6 classroom teacher once every two, three, or four weeks.
2. The General Music classes should be improved with the magnificent new

course of study giving the teachers an impetus and inspiration to provide many worthwhile musical experiences to their students.

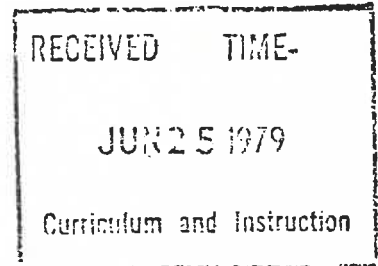
Along with recent Music Foundations course of study, music in the 9th and 10th years should provide excitement and growth in these classes. Both courses should be of inestimable assistance to the secondary school music teachers.

BOARD OF EDUCATION
BUREAU OF PRACTICAL ARTS
2 CEDAR STREET
NEWARK, NEW JERSEY 07102

GERARD J. MORANO
DIRECTOR

ALONZO KITTRELS
EXECUTIVE SUPERINTENDENT

INDUSTRIAL ARTS
HOME ECONOMICS
VOCATIONAL EDUCATION
CAREER EDUCATION



MEMORANDUM TO: Dr. E. Alma Flagg, Director
Curriculum Services

FROM: Gerard J. Morano, Director *GJM*
Practical Arts Department

DATE: June 25, 1979

RE: Annual Report

Attached please find the Annual Narrative Report from the
Practical Arts Department, fiscal year 1978 - 1979.

GJM/tp
encl:

Practical Arts Department
Board of Education
Newark, New Jersey

Practical Arts Annual Narrative Report 1978 - 1979

The Practical Arts Department has experienced another extremely busy and challenging school year. Increases in Practical Arts classes, the renovation and improvement of existing shop and home economics facilities, the expansion of Practical Arts programs at the secondary and special education levels, the extension of more meaningful instruction, the wider diversification of Practical Arts activities, the development of improved public relations, the higher quality of the work produced, and the recognition of excellence through awards; all indicate and make evident the progress and advancement that is taking place.

Although Practical Arts instruction has been removed from all K - 6 schools during fiscal year 1978 - 1979, it is not our aim to lower our commitment to Practical Arts in our District, but to reallocate those assests we now have for a more effective and consistent program within the Newark Schools.

Inherent in our central philosophy of educating pupils in a core curriculum, we will provide educational suggestions for our teachers in grades K - 6. These suggestions that follow are just the beginning of the process necessary for integrating related subject matters within the primary grades.

Suggested Industrial Arts Activities

There are many opportunities for Industrial Arts Education to become integrated with the total school program of any grade level.

1. In Language Arts classes it is vital that students be able to read and comprehend the terminology of a highly industrialized and technical society. Children can read and follow simple blueprints, charts, maps and diagrams.
2. Industrial Arts Education can offer the student the opportunity to explore the many careers available in a technological society. The student can also be introduced to consumer education, which will bring the world to the classroom and the classroom to the world. Through classroom activities, the student's level of career and consumer consciousness will be raised.
3. Mathematical skills are basic to all Industrial Arts courses. As each area of learning is introduced the mathematics necessary should be taught. Basic skills in mathematics are needed for layout and design of projects, and in the preparation of materials.
4. Scientific principles can be visually demonstrated by experimentation with everyday household materials relating to repairs and simple construction. Children can develop hand and muscular coordination by means of classroom projects involving creative design and construction through the medium of diagrams, sketches, and drawings.

5. In Social Studies when particular countries and cultures are studied questions relating to a particular way of life can be dramatized, furniture can be designed and manufactured, model homes can be built and displayed.
6. Field trips could be arranged giving students the opportunity to view various, community careers. This is an excellent way of bringing the world of work to the classroom and the classroom to the world of work.

Suggested Home Economics Activities

There are many opportunities for Home Economics Education to become integrated with the total school program of any grade level.

1. In Social Studies when particular countries and cultures are studied questions relating to a particular way of life can be dramatized, food can be prepared, clothing and housing displays can be arranged.
2. Home Economics Education can be integrated with mathematics, through measuring ingredients and studying recipes, and measuring fabrics for clothing projects.
3. Scientific principles can be visually demonstrated by experimentation with everyday household materials and animal studies relating to vitamin and mineral deficiencies can be reviewed. Children can develop hand and muscular coordination by means of hand sewing and creative stitchery.

4. In Language Arts Classes children can develop a basic vocabulary and some basic knowledge in relation to the functions of and need for vitamins and minerals in the daily intake of food. Children can read and follow a simple recipe while measuring all ingredients accurately and following the directions implicitly.
5. Home Economics Education can offer the student the opportunity to explore many careers. The student can also be introduced to consumer education, which will bring the world to the classroom and the classroom to the world. Through classroom activities, the student's level of career and consumer consciousness will be raised.

Program modifications recently approved by the Newark Board of Education have eliminated Industrial Arts and Home Economics in grades K - 6. The Practical Arts staff was reduced by seventeen (17) Industrial Arts teachers and twenty-six (26) Home Economics teachers. Grades 7 - 12 and special education classes continued to receive classroom instruction in the areas of Practical Arts on a cycle basis.

In all special area offerings except Home Economics and Industrial Arts, it is the responsibility of the classroom teacher to follow up on the works of the specialist in order to provide a full offering to the students in his/her charge.

For the school year 1978 - 1979, Newark has had 100 Industrial Arts and 83 Home Economics teachers in eight senior high schools, forty-three elementary schools, nine special schools, and one middle school.

All K - 8 elementary schools that have facilities offer Practical Arts in grades 7 - 8 as a part of the regular school program. These students are given basic general experiences and training in the usage of tools and materials, work planning, family living, industrial processes, and safety procedures and precautions. Junior high school students pursue exploratory programs to help them in the selection of Practical Arts experience in order to graduate.

Comprehensive programs are provided in the elementary schools where a variety of activities are offered. Such activities in the elementary schools include, woodworking, metalworking, plastics, electricity, textiles, cooking, sewing, family living, and other crafts activities. The extent and depth of work in each of these activities is determined by the interest and ability of the students and the teacher.

At the senior high level, a wide variety of experiences in a number of diversified areas are made available. Aside from the basic Industrial Arts and Home Economics courses, a variety of vocational education courses are being offered at the secondary and special education level. Such courses include, distributive education, child development, consumer education, cooperative home economics, cooperative industrial education, data processing, business communications, nurses aide, introduction to vocations, employment orientation, dog grooming, and racket stringer. To assist financially the vocational education courses, the Director of Practical Arts has secured for fiscal year 1978 - 1979 under P.L. 94-482 \$121,000.00.

This past school year the Newark schools offered thirty-six vocational education courses.

In the special education schools where Practical Arts is offered to mentally and physically handicapped children, comprehensive general shops are provided, except at Montgomery Street School where basic occupational programs are operating in some twenty areas for preparation for employment in industry at entry level jobs. Special classes have been established at Montgomery Street School in areas such as, auto body, auto mechanics, bakery, cabinet making, carpentry, food services, tailoring, upholstery, animal care, and cosmetic blending.

Presently plans are being prepared for new or renewed Industrial Arts and Home Economics facilities in several Newark schools. Through Federal monies, Title IV, part B, the Practical Arts Department was granted \$65,000.00 for upgrading instructional equipment. Because of such a grant, many schools received badly needed instructional equipment. Such equipment included, refrigerators, ranges, washers, dryers, table saws, band saws, drill presses, scroll saws, etc. All facilities feature a program of expanded Practical Arts activities.

Additional Industrial Arts and Home Economics facilities are being planned for Bragaw Annex, Maple Lyons Annex, South 17th Street, Weequahic High, Science High, and East Side High Schools. In September, 1979, George Washington Carver School will be open to Newark students. Located in this spacious K - 8 school are two Industrial Arts and two Home Economics classrooms.

East Side High School, according to plans should have four of its ten facilities ready for September, 1979.

The Practical Arts Department's existing program at Central High School for the repair and reconditioning of shop machinery has functioned extremely well for the past six years. In making repairs, machines were stripped and rebuilt from the ground up, and students had to frequently make parts not otherwise obtainable. At the last count, one hundred twenty major pieces of equipment have been brought to Central High School, repaired and returned to various schools. A conservative estimate of the cost of repair or replacement value of these pieces of machinery would be about \$150,000.00.

Efforts to improve the instructional programs are continually in operation and teachers are urged, through supervision and meetings to develop, strengthen, and enrich their teaching. The continual supervision and evaluation of their work serves to help verify and improve the effectiveness of their instruction.

A great need continues to be for funds for the modernization and re-equipping of older facilities. Hope is held that new State and Federal funds may become available for much of Newark's modernization in Practical Arts education. I intend to continue to take advantage of all opportunities in this area. It would seem that now is the time to stabilize, coordinate, consolidate, and improve the activities of the department so that we may continue to be progressively active and effective force in the educational picture for the future of Newark.

Current textbooks and periodicals were evaluated by Industrial Arts and Home Economics textbook committees. Recommendations were made to the textbook council for items to be included in the Newark Board of Education approved listing. Current films and filmstrips were evaluated at the State Street Media Center.

Worthwhile field trips arranged for Home Economics classes in various schools included the following:

- J.C. Penney and Company
- Nabisco Company
- Mayer School of Fashion
- Turtle Back Zoo
- Ebony Fashion Show
- Hoffman Koos and Company
- Fashion Institute of Technology

Through the joint cooperation with Public Service, Gas and Electric Company, the Practical Arts Department held its third annual project window display. Commencing May 21 through June 1, over one hundred student projects from various schools were displayed. All projects displayed illustrated excellent creativity, craftsmanship, and educational preparation.

A team from the Division of Vocational Education and Career Preparation, New Jersey Department of Education, visited Newark schools in order to complete the vocational program improvement and evaluation as mandated by P.L. 94-482.

A summary report will be made available to Newark in reference to the teams findings.

The Practical Arts Department issued copies of the New Jersey Administrative Code - Education Title 6 to all Industrial Arts, Home Economics and Vocational Education teachers. This document has been of extreme assistance to the teachers when preparing equipment specifications and informing them of possible safety hazards in their classrooms. School shop safety has always been an integral part of Newark Practical Arts instructional program. The inherent hazards of shop work, with its machines, tools and materials, requires that a considerable amount of attention be devoted to safety and accident prevention. The kind and amount of safety education is greatly dependent upon the attitudes, initiative, background, and skill of the individual teacher.

Due to the adjustment in programs, many elementary schools will no longer receive any further services in the areas of Industrial Arts and Home Economics. To date, all supplies, equipment, and furniture for Industrial Arts and Home Economics in the following schools were removed for relocation and safe storage. A complete and up to date inventory was prepared for each school listed below:

- | | | |
|------------------------|---------------------|--------------------|
| 1. Broadway Elementary | 5. Hawkins Annex | 9. Morton Street |
| 2. Cleveland | 6. McKinley | 10. 14th Avenue |
| 3. Elliott Street | 7. Roberto Clemente | 11. Madison |
| 4. Franklin | 8. Sussex Avenue | 12. Harriet Tubman |

The securing of Industrial Arts and Home Economics facilities at the aforementioned sites required a tremendous amount of planning and approximately four months of hard work. There were twenty four (24) classrooms involved. Each classroom or facility was equipped with approximately \$25,000.00 worth of supplies, equipment and furniture.

The Director of Practical Arts spent a considerable amount of time setting-up the annual lumber orders for the schools for fiscal year 1979 - 1980. The Director also established a procedure that will once again streamline the schools ordering needs and enable the Home Economics program to benefit the students by allowing for larger quantities of food supplies to be purchased and payed for directly with the funds the schools have available.

For fiscal year 1979 - 1980 the Practical Arts Department plans to develop and expand additional child care and development courses at the senior high level. Such programs are designed to prepare students, particularly disadvantaged for a career in the area of child care. There are many opportunities in nursery schools, child care centers, children's wards in hospitals and kindergartens for students with a background in child development.

There is a definite need for programs in the area of child care services in the Newark district as indicated in a survey done by a task force of Home Economics teachers. They surveyed the entire community, including prospective employers and the New Jersey State Employment Service who indicated a substantial need for trainees in the area of child care services.

Aside from being under staffed and over worked, the Practical Arts Department had a very successful fiscal year, 1978 - 1979. The appointment of a Practical Arts Supervisor has been promised for fiscal year 1979 - 1980. We shall wait and see.

WORKSHOPS BY CURRICULUM AND INSTRUCTIONAL STAFF (Resource Personnel)

Curriculum Specialists

The members of the central-office curriculum staff have had a variety of experiences in providing workshops for schools during the 2:30-3:15 inservice period. To some degree, some administrators have felt that they were simply filling the necessary time while some teachers have felt that they were enduring a necessary evil. At the same time, some administrators have used the workshops as a real opportunity and some teachers have been interested participants.

In the end, perhaps to the surprise of building participants, both administrators and teachers have found the presentations relevant to their work and helpful to their programs.

From a central-office point of view, it is rather hurried and wasteful to have a professional go to a school for a 45-minute period of which he/she may have thirty minutes available. We recommend that building administrators experiment to find better ways of utilizing the services of curriculum specialists.

Librarians

The program modifications instituted in the elementary schools reduced the number of librarians and the services to teachers, pupils, and classes.

Reference and research activities by children, with assistance from a librarian, have been reduced to a minimum. This is a serious loss, particularly to seventh and eighth-graders who should be increasing their skills in independent study.

The severely curtailed time has led some teachers and librarians to settle upon a revolving book collection for a class. The tight schedule has made it virtually impossible for some librarians to do the creative work which they would love to do.

We have important work to do in fostering a love of literature, encouraging originality, and strengthening skills of study and research. We have important work to do in maintaining, safeguarding, and increasing our collections of books and audiovisual materials.

Let us hope that the next round of planning for staff and other budgetary considerations will include strengthening the library component.

Workshops by Curriculum and Instructional Staff
(Resource Personnel)

Art and Music Teachers

In the spring of 1979, the Offices of Art Education and Music Education worked with Board of Education, parents, business community, colleges, Library, Museum, and other organizations, agencies, and groups to present a most impressive array of exhibitions and performances.

It was possible to deliver such compelling evidence of work and talent because of the district's history of providing instruction in the fine arts through the full range of the public school system.

The quality, magnitude, and variety of these presentations will not be possible in the future with a group of students who will have had little instruction in the arts from special teachers prior to grade seven. The effect of the program modifications will then be to remove from our youth the possibilities for gaining satisfaction, recognition, and access to training and careers in the creative fields.

We sincerely hope that needed instruction in the arts will be provided for the masses of Newark school children. Their lives and that of the community will be enriched.

Comment

The professional educators in art, music, and library work have endeavored to serve teachers through presenting workshops, offering advice, and preparing useful materials. They have done this with the support and understanding of the appropriate supervisors and directors. Insofar as possible, their skills have been applied to the educational program for all pupils.

SCHOOL WORKSHOPS BY CURRICULUM STAFF
(Administrators' Reactions)

Administrators in the local schools have requested workshops by members of the curriculum staff, since the program modifications were instituted early in 1979, creating inservice periods in all elementary schools.

Curriculum specialists have served groups in elementary and special schools, with group size ranging from fourteen to thirty-two persons. Subjects of the presentations have been science, reading, language arts, behavioral objectives, bilingual education, test-taking, and humanizing the classroom. Format has included lecture, discussion, demonstration, and simulation. The overhead projector was the most-used piece of equipment.

In every instance, school administrators termed the presentations of great value. Most of them were described as excellent because of faculty participation, practicality, and relevance to the ongoing instructional program. Teachers showed an interest in remaining beyond the required time in order to pursue points of interest.

CURRICULUM EMPHASES FOR 1979-80

A. The Inquiry

In order to incorporate the ideas of staff and community throughout the city, we have drawn upon statements made in a variety of meetings and communications. As a final effort in this direction, we distributed a questionnaire to a variety of staff and advisory personnel. We proposed the subjects of reading, mathematics, sex education, food, energy, peace, the future, death, and women's studies, and solicited other suggestions from the respondents. The group of respondents included administrators, supervisors, business people, college faculty, and cultural agency representatives.

Below is a tabulation of the responses to the eight leading questions. The tabulation is followed by a summary of the comments.

<u>Question</u>	<u>Positive</u>	<u>Negative</u>	<u>Non-committal</u>
1. Reading	19	0	4
2. Math	20	0	3
3. Sex Education	20	0	3
4. Food	18	1	4
5. Energy	20	1	2
6. Peace	18	1	4
7. Future	12	4	7
8. Death	15	2	9

1. Most respondents were highly in favor of improving and updating the Reading Curriculum Guide. Suggestions included: a resource for creative language, Wishes, Lies and Dreams, by Kenneth Koch, and the use of data from the R2R program as well as the Read-Write Program. There was also a suggestion to incorporate interdisciplinary approaches to teaching reading such as Reading and Art. The department may also want to mention or integrate data from the Manual of Library Skills into the new document.

2. The majority of respondents were highly in favor of continuing the publication of the Math Handbooks which focus on various skills. One of the most significant suggestions was to have handbooks relate to specific career areas -- Math for: Engineers, Electronics, Carpenters and Plumbers, Doctors and Nurses, Computers, Space Travel and Probes, Small Store Operators, Musicians, Accountants, Pilots and Navigators. This suggestion seems especially relevant at this time because of current interest in Career Education and because these handbooks would make interesting projects for members of the Advisory Council on Curriculum.

3. Although most participants responded positively to the concept of better treatment of Sex Education, some noted the need to screen carefully personnel responsible for delivery of the course, and the need to include input from a variety of sources, especially parents. On several occasions, the need to begin sex courses at an early age, perhaps fifth grade, was mentioned.

4. It appears to some that "Food for the World," is not a subject of study so much as a subject of discussion. It is a sort of seminar topic on which people can get together to discuss the world in which they live. All agree that food is an important topic.

5. Since Federal, State, County and City Governments have created new departments of energy, conservation and environmental protection with new job opportunities to inner-city students, the entire area of energy is of extreme importance. The study of the sources of energy and its uses with particular attention to the present energy crisis as well as applications of conservation practices should be topics included in the mini-guides to be used in the science classes.

6. Peace is an ongoing concern, which begins first with interpersonal relationships based on respect for, and knowledge of, another's worth. Mini-guides with specific grade levels and topics should form an important area of the social studies program. Students should be exposed to their own cultural heritage and their country's heritage with enough information about the other trends of history so they have a sense of not only knowing themselves but also knowing the world in which they live, with a deep respect for someone else's differences and points of view.

7. Anticipating the future with changes of life styles conditioned by medical and technological advancement, energy source constraints, national stability, and international relationships, future studies should be included in mini-guides to be used in related areas in the secondary school.

8. The topic of death is a very important subject that should be dealt with from primary grades. Death is inevitable, and many children experience the death of a close member of the family. Students must develop understanding and ways to deal in situations of death.

B. The Rankings

1. Reading: This subject was placed first by more respondents than any other, 15; it also received two second and one third ranking. It is an essential part of the basic skills program.

2. Mathematics: With two first, thirteen second, one third, and one fourth-place ranking, this area is easily second in priority. It also is an essential part of the basic skills program.

3. Energy: Related to science and social studies, the topic of energy received third priority. It can be handled in both science and social studies classes.

4. Sex Education: In the absence of adequate handling elsewhere, sex education by school was seen as a need. The personal and social consequences of ignorance and lack of well-considered values make this important. Board and administration are concerned.

5. Food: In addition to the world problem of food-starvation-malnutrition, our respondents proposed that special attention be given to nutrition education for direct benefit to our pupil population. This would affect cafeteria programs, vending machines, and fund-raising in schools.

6-7. (Two areas tied) - Peace Studies and Women's Studies

8. Future Studies

9. Death

10. Other Studies

a. Psychology, Family, Human, and Interpersonal Relations

b. Listening, Writing, Study, and Test-taking

c. Multicultural and Bilingual Education

d. Portuguese History and Culture

e. Health, Drug Education, and Nutrition

f. Career Education, Economics, Sociology

NOTE: Recognized as important, the topics in #10 were scattered among the responses and could not be ranked as were the first nine.

Comment

The curriculum staff has activities in progress in reading, mathematics, sex education, and science. We expect to relate all of these to writing, to studying, and to career education. Handbooks and miniguides will be released as they are completed.

CONCLUSION

The professional educators involved in curriculum and instructional services -- curriculum development, textbook and materials selection, T&E and SCE, Teacher Center, art education, libraries and audiovisual education, music education, and practical arts -- have had a very full year in serving the Newark schools.

Curriculum specialists prepared unit plans and lesson plans in the areas of reading, mathematics, English language arts, social studies, bilingual education, foreign language, and science. Directors and supervisors prepared suggestions for use by classroom teachers in incorporating art, music, library activities, and practical arts in the ongoing classroom program in order to enrich learning and strengthen correlations to make learning more lasting. These materials were distributed district-wide with a message from the Executive Superintendent.

The following curriculum guides were completed by staff and adopted by the Board of Education: Business Education, Fire Education, Health and Safety for Grades 9-12, Industrial Arts, Portuguese Language Arts, and Portuguese Reading. Smaller volumes (known as handbooks or miniguides) were produced and distributed in these areas: Newark Curriculum Statement, Secondary School Course Catalog, Guides to the Program of the Elementary and Secondary Schools, Afro-American History Month in February, Mathematics Handbook on Place Value, New Jersey Studies, African American Heritage celebrating the Supreme Court decision in May, and Mathematics Handbook on Fractions.

Specialists, coordinators, supervisors, and directors have conducted workshops for teachers and administrators in their fields of specialization in both the central offices and the schools.

Missing in 1978-79 were the meetings of curriculum staff with department chairpersons district-wide. The sessions, which provided opportunities for discussing substantive matters of curriculum and instruction, have been missed by all the former participants.

All curriculum and instructional personnel addressed the Remedial Plan and Directions for 1978-79 at the beginning of the school year. We have accomplished the things which we set out to do, to the extent that it depended upon our own efforts. Briefly these objectives have been achieved:

1. communications with schools and teachers, within and among our departments, and with other central offices;
2. consultation on elementary school offerings;
3. development of a coordinated district approach to reading;

4. consultation on test results and distribution of instructional materials;
5. implementation of T&E/SCE procedures;
6. development of minimum standards for adoption by Board of Education;
7. development of proposals for funding which resulted in awards for Law In Action, Teacher Center, Global Awareness, and Project SAIL;
8. production of curriculum guides;
9. consultation on Curriculum with Advisory Committee, Newark Teachers Union, and Curriculum Coordinating Committee, and communication with staff at all levels, district-wide; and
10. preparation of and involvement in programs, events, and exhibits for the public, parents, students, board members, and other segments of the community in mathematics, music, art, guidance, vocational education, reading, bilingual education, foreign language, and career education.

Our visits to schools and our communications with them lead us to state some suggestions which may lead to more effective education for the children and youth of Newark.

Teachers who are planning well and performing well should receive pointed positive attention and recognition from time to time. Their pupils also should be cited. In addition to Board of Education meetings, area meetings might serve this purpose.

Principals and other administrators should be recognized for significant achievement, and not just by transfer to more challenging situations.

Plans should be made for the top-level officers for the operation of schools -- the Assistant Executive Superintendents -- to meet with the curriculum and instructional staff and discuss educational plans and programs. This will be far superior to dealing, in their absence, with matters concerning their subjects and the teachers with whom they work and informing them after decisions on budgeting, staffing, and program have been made.

Building administrators need to read teachers' plans more universally, more regularly, and more thoughtfully. Poor plans, sloppy preparation, and bad writing and spelling should be so marked and improvement sought.

Principals need to observe teachers more and make formal evaluations of many more teachers than they now do. It is not sufficient to leave this to vice principals and department chairpersons. Too many poor teachers are remaining by default to deprive our children of an education.

The curriculum committees within schools should meet periodically to discuss their own concerns with content, materials, textbooks, and programs. In addition to reviewing documents and kits which are sent to them, they should exchange ideas for implementation and experimentation.

Building administrators need to be universally aware of the existence and arrival of instructional materials, to distribute and account for them, and to check on their use.

We are optimistic and energetic. Our teachers and our children can perform, can learn, can achieve. We intend to do everything possible to make education a positive reality in the city of Newark.

WILD IDEAS

We would like to see some talented and enthusiastic teachers employed as "Home Teachers" for a limited number of parents with infants between two and four years of age. The idea would be to strengthen parents in their teaching roles, to help them share language experiences with their children, to demonstrate games and experiences which demand and encourage thinking, and to lead to the realization that learning is fun for parents and children. A teacher might serve a small number of parents with their children once a week in a half-day session, using a volunteer home in a given block. There might be eight sessions on four days, with the fifth day devoted to preparation, planning, and consultation at a central office.

Another idea which appeals to the curriculum and instruction staff is that of adopting an entire school and exerting great influence upon its instructional program. It could be, rather than an existing school, a completely new school housing prekindergarten through twelfth grade. Perhaps such a school would need a volunteer staff. We believe that, with a cooperative close-working relationship, great improvements might be effected in planning, in the teaching-learning process, and in results. We would want to try this with no costly extras.

Is it wild to think that Newark teachers and children can perform in a fashion rating from satisfactory to outstanding?

A.

HANDBOOKS, LEAFLETS, AND GUIDES DEVELOPED

African American Heritage, May 1979

African American History Month, February 1979

Business Education (adopted by Board of Education April 1979)

Fire Education (adopted by Board of Education April 1979)

Health and Safety 9-12, (adopted by Board of Education April 1979)

Industrial Arts (adopted by Board of Education May 1979)

Inservice Workshops, Spring, 1979

Leitura Portuguesa (adopted by Board of Education February 1979)

Lesson Plans and Unit Plans, September 1978

Lingua Portuguesa (adopted by Board of Education February 1979)

Mathematics Handbook - Fractions, May 1979

Mathematics Handbook - Place Value, March 1979

Newark Curriculum for 1978-79

New Jersey Studies - April 1979

Guide to the Program of the Elementary Schools (Revised 1978)

Guide to the Program of the Secondary Schools (Revised 1978)

Secondary Course Catalog - September 1978

B.

PRODUCTION OF CURRICULUM PUBLICATIONS

1967-1979

Guides:

Modern Europe, 1967
 Head Start, 1967
 Algebra II, 1968
 Art, Secondary, 1968
 Mathematics for Advanced Placement, 1969
 Special Education,
 Language for EMR, 1969
 Adult EASL, 1969
 Music, Elementary, 1970
 Afro-American History,
 Elementary, 1971
 Afro-American History,
 Secondary, 1971
 Early Childhood Education, 1971
 Reading, PK-12, 1971
 Social Studies, EMR, 1971
 Trainable Guide, 1971
 Humanities, Secondary, 1972
 Family Living, PK-12, 1972
 Elementary Mathematics, 1972
 Living Together In Newark, 1973
 Science Guidelines, PK-8, 1973
 Middle School, 1973
 General Mathematics I, 1973
 Home Economics, Secondary, 1973
 Portuguese, 1973
 Art, Elementary, 1973
 United States History I&II, 1974
 Algebra, 1974
 General Mathematics II, 1974
 Geometry I, 1974
 Drug Education, PK-12, 1974
 Puerto Rico, PK-12, 1974
 Social Studies, Elementary, 1975
 English Language Arts, K-8, 1975
 Physical Education, 5-8, 1975
 General Business, Secondary, 1975
 Music Foundations, Secondary, 1975
 Bus Safety, PK-12, 1975
 Health & Safety, 5-8, 1976
 Reading in Spanish, K-6, 1976
 Ecology & Conservation, PK-8, 1976
 Physical Education, K-4, 1976
 English Language Arts, 9-12, 1976
 Ecology & Conservation, 9-12, 1976
 Physical Education, 9-12, 1977
 English As A Second Language, 1978
 Health & Safety, PK-4, 1978

Guides, continued

Speech for Primary Grades, 1978
 Lingua Portuguesa, 1978
 Leitura Portuguesa, 1978
 Business Education, 9-12, 1979
 Industrial Arts, K-12, 1979
 Fire Education, PK-12, 1979
 Health & Safety, 9-12, 1979

Miniguides and Supplements:

VOTE, 1972
 Aerospace, 1972
 Pest Control, 1972
 S. U. Tragedy at Baton Rouge, 1973
 Alcohol and Highway Safety
 Roberto Clemente
 Model Rocketry
 Practical Health Topics
 Women in America
 Number-Reading-Language
 Reading the Language of Science
 Malcolm X and African Liberation, 1973
 Drought in the Sahel Region
 Political Education
 Malcolm X and African Liberation, 1974
 Ocean and Man
 Bicentennial, No. 1
 Bicentennial, No. 2
 Metric Handbook
 African American History Month, 1979
 African American Heritage, 1979
 Inservice Workshops, Spring, 1979
 Mathematics Handbook - Place Value, 1979
 Mathematics Handbook - Fractions, 1979
 New Jersey Studies, 1979
 Newark Curriculum, 1978-79
 Program Guide, Elementary(Revised 1978)
 Program Guide, Secondary(Revised 1978)
 Secondary Course Catalog, 1978

C.

SYSTEMS WITH WHOM WE EXCHANGE MATERIALS

Board of Education of the City of New York
Brooklyn, New York

Cincinnati, Public Schools
Cincinnati, Ohio

Houston Independent School District
Houston, Texas

Long Beach Unified School District
Long Beach, California

San Diego City Schools
San Diego, California

School District of University City
University City, Missouri

The School District of Kansas City, Missouri
Kansas City, Missouri

The School District of Philadelphia
Philadelphia, Pennsylvania

D.

SCHOOL SYSTEMS AND SCHOOLS HAVING PURCHASED OUR GUIDES

Adams-Arapahoe Joint School District 28
Aurora, Colorado

Chippewa Valley Schools
Bloomfield Hills, Michigan

Glynn County Board of Education
Brunswick, Georgia

Newark Preparatory School
Newark, New Jersey

Peninsula School District No. 401
Gig Harbor, Washington

Pulaski County Special School District
Little Rock, Arkansas

Westlake High School
Westlake, Ohio

INDIVIDUALS

Parents
Professors
Students
Teachers

COLLEGES AND OTHER INSTITUTIONS HAVING PURCHASED OUR GUIDES

Adrian College
Adrian, Michigan

Andrews University
Berrien Springs, Michigan

Book House, Inc. The,
Jonesville, Michigan

Central Washington University
Ellensburg, Washington

Eastern Michigan University
Ypsilanti, Michigan

Eastern Washington University
Cheney, Washington

Education Service Center, Region 20
San Antonio, Texas

Gallaudet College
Washington, D.C.

Ginn and Company
Somerville-Millstone, New Jersey

Grand Valley State College
Allendale, Michigan

Helping Hand Welfare Rights
Day Care Center, Inc.
Newark, New Jersey

Indiana State University
Terre Haute, Indiana

Information for Better
Decisions in Education
Chelmsford, Massachusetts

Kean College of New Jersey
Union, New Jersey

Murray State University
Murray, Kentucky

Pacific Northwest Labor College, Inc.
Marylhurst, Oregon

Queens College of The City University
of New York
Flushing, New York

Rutgers, The State University
New Brunswick, New Jersey

San Jose State University
San Jose, California

Silver Burdett Company
Morristown, New Jersey

State University College at Oswego
Oswego, New York

Texas Wesleyan College
Fort Worth, Texas

University of Akron
Akron, Ohio

University of Alabama
Tuscaloosa, Alabama

University of Cincinnati
Cincinnati, Ohio

University of Iowa
Iowa City, Iowa

University of Tulsa
Tulsa, Oklahoma

University of Wisconsin
Madison, Wisconsin

University of Wisconsin
River Falls, Wisconsin

York College of The City University
of New York
Jamaica, New York

Youth Consultation Service
Newark, New Jersey

LISTING OF SALES

Guides Sold

Titles

Ecology and Conservation Guidelines, PK-8
 Ecology and Conservation Guidelines, 9-12
 Elementary Social Studies, Man and His World, PK-8
 English As a Second Language
 Mathematics for Advanced Placement, 10-11
 Head Start, A Teaching Manual
 Health and Safety Education, PK-4
 Health and Safety Education, 5-8
 Living Together In Newark, Third Grade
 Middle School In Newark, 5-8
 Music In The Newark Schools, PK-8
 Physical Education In Our Schools, K-4
 Physical Education In Our Schools, 5-8
 Physical Education In Our Schools, 9-12
 Reading in Spanish, K-6
 Science Guidelines, PK-8
 Speech for Primary Grades
 Metric Handbook
 Reading The Language of Science
 Social Studies for Teenage EMR Pupils
 Art Curriculum in the Secondary Schools
 Civics for Ninth Grade
 English Language Arts, K-8
 English Language Arts, 9-12
 Foreign Language Course of Study, Ninth Year
 General Business, Secondary
 General Mathematics, I
 The Language of Portuguese
 Modern European History
 Music Foundations, Secondary
 United States History I and II
 Afro-American History: The Social Studies Curriculum
 for Secondary Schools
 Labor Studies Curriculum
 Bus Safety Guide, PK-12
 Drug Education Guidelines, PK-12
 Education for Family Living, PK-12
 Puerto Rico: Geography, History, and Culture, PK-12
 Afro-American History: A Supplement to the Elementary
 School Curriculum

Total guides sold - 159

Total amount transmitted to Accounting Office - \$391.25

G.

MEMBERSHIPS AND SERVICES

Professional Memberships

American Association of School Administrators
Art Administrators of New Jersey
Art Educators of New Jersey
Association for Supervision and Curriculum Development
Educational Media Association of New Jersey
Essex County Council of School Administrators
Essex County Education Association
Essex-Seton Reading Council
International Reading Association
Kappa Delta Pi
National Art Educators Association
National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
National Science Teachers Association
National Society for the Study of Education
Newark Directors and Supervisors Association
Newark Science Teachers Association
New Jersey Association for Supervision and Curriculum Development
New Jersey Education Association
New Jersey Foreign Language Teachers Association
New Jersey School Media Association
New Jersey Science Supervisors Association
New Jersey Science Teachers Association
Phi Delta Kappa
Puerto Rican Educators of New Jersey

Civic, Cultural, and Service Memberships

Alpha Kappa Alpha Sorority
Bayley Seton League
Catholic Forum
Delta Sigma Theta Sorority
N.A.A.C.P.
National Audubon Society
Newark Bicentennial Commission
Newark Chapter UNA-USA
Newark Museum
Newark Preservation and Landmarks Committee
New Friends of West Orange Library
New Jersey State Opera
Phillis Wheatley Literary Society
Police Athletic League of Elizabeth
Soroptimist International of Newark
West Orange Animal Welfare League
YMWCA of Newark and Vicinity
Zonta Club of Newark

Advisory and Consultant Services

Advisory Council on Black History
Advisory Council on New Jersey Studies
Association of Black Educators of New Jersey
Critical Television Viewing Project
Gifted and Talented Program: IEE
Newark-Essex Committee of Black Churchmen
Newark Head Start Council
Newark Health Planning Agency
New Jersey Committee, Arts Education
New Jersey Historical Society, Editorial Committee
New Jersey Institute of Technology, High School Programs
Project Pride
Television Reading Program

Individual Publications

Berrios, Ana Theresa

El Faro, May 1979, article on highlights of the
Puerto Rican Educators Association during her
presidency, 1977-1979.

Flagg, E. Alma

1. Montclair Education Review, Fall 1978, a review
of Dr. Manuwuiké's book on Afrikan education.
2. Dawn Magazine, Poetrie Gallerie for February 1979,
"To the Child."
3. Lines and Colors: Twenty-one Poems, Branford Press,
Newark, 1979.

Manuwuiké, Emeka

Dysfunctionalism in Afrikan Education, Vantage Press,
New York, 1978.

* * *

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